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

<b>Avondale Academy</b>	K-12, NG	Avondale Academy is a unique building	Continue to fund 1 FTE College and Career	All students, including transient students in	By addressing each KAP level separately, it
		servicing high needs at risk students who	Advocate through ESSER funding. Continue	attendance for less than five years, will be	is believed that the district can more clearly
		need smaller settings, students on short	to ensure staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
		term suspension and virtual students.20%	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		of students require either Special Education	to use funds to pay for staff to attend any	academic growth as measured by the KAP	focusing on the two subgroups which need
		Services or English Learner services.	needed after school training. Continue to	assessments. 91% of students score Level 1	the most academic support to access the
		Avondale has a low chronic absenteeism	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		rate of 2.8%, but an extremely low	and 1 FTE Ci3T Coordinator.	45% of students scoring a level 1 will	and response to the interventions in these
		graduation rate of 21.7% and extremely		increase their KAP score performance by	subgroups.
		high drop out rate of 76.7%. The student		one or more level (s) in both reading and	
		population is not static by design, but this		math. In 1-3 years, 15% of students scoring	
		creates challenges in establishing a sense of		a level 2 will increase their KAP score	
		community. It can be difficult to engage		performance by one more level in both	
		with families at times.		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.	

Capital City School	7-12,NG	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 ofand 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.	after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE	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	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.
				who have been in our district at least five	

Chase		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.	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.	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.	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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Eisenhower		building special needs index is 1.55. 42% of	interventionist. Continue to ensure	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.	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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French	6-8	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.	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, 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.	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.
				district at least five years will score a level 3 or 4 in both math and reading KAP tests by	

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Highland Park Central	K-5	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	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	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	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
		English Learner services. Families struggle to provide transportation for students. Providing transportation to after school and summer school would improve access,	needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.	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.	curriculum, the school can monitor growth and response to the interventions in these subgroups.
		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		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	
		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.		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.	

Highland Park High School	9-12	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.	attend any needed after school training.	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	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.
				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	

Hono Street Academic	9-12	Hope Street Academy is a unique building	Hope Street receives Comprehensive	All students, including transient students in	By addressing each KAP level separately, it
Hope Street Academy	9-12	servicing at risk students who need a	Support for Improvement. Hope Street	attendance for less than five years, will be	is believed that the district can more clearly
		smaller setting. The building special needs	Academy is a unique building servicing at	monitored and provided with instruction	demonstrate growth and response to
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		index is 1.37. 12% of students require	risk students who need a smaller setting.	and interventions which will increase their	intervention at each tier. Additionally, by
		either Special Education Services or English	The building special needs index is 1.37.	academic growth as measured by the KAP	focusing on the two subgroups which need
		Learner services. Students are also	12% of students require either Special	assessments. 90% of students score Level 1	the most academic support to access the
		transient and experience poverty as	Education Services or English Learner	and 2 on their KAP assessment.In 2-4 years,	curriculum, the school can monitor growth
		evidenced by a higher than district average	services. Students are also transient and	45% of students scoring a level 1 will	and response to the interventions in these
		mobility of rate of 43% and a low SES	experience poverty as evidenced by a	increase their KAP score performance by	subgroups.
		percentage of 86%. It can be difficult to	higher than district average mobility of rate	one or more level in both reading and math.	
		engage with families at times.	of 43% and a low SES percentage of 86%. It	In 1-3 years, 30% of students scoring a level	
			can be difficult to engage with families at	2 will increase their KAP score performance	
			times.	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.	
				2020.	

Jardine Elementary	K-5,PK	The building special needs index is 1.27.	Continue to fund .5 FTE Dean of Students,	All students, including transient students in	By addressing each KAP level separately, it
arame Elementary	(w/IEP),PK,	30% of students require either Special	3.0 interventionists, 1FTE Steam Coach,	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (3 YO),	Education Services or English Learner	and 1.7 FTE instructional coach. Continue to		demonstrate growth and response to
	PKAR (4 YO)	services. Some families struggle to provide	ensure staff/student ratio for mental	and interventions which will increase their	intervention at each tier. Additionally, by
		transportation for students. Providing	health/EL/SPED staff is equitable. Continue	academic growth as measured by the KAP	focusing on the two subgroups which need
		transportation to would improve access,	to use funds to pay for staff to attend any	assessments. 74% of students score Level 1	the most academic support to access the
		however the bus driver shortage has	needed after school training. Continue to	and 2 on their KAP assessment. In 2-4 years,	* *
		impacted the ability to provide	fund 2 FTE School Improvement Specialists	25% of students scoring a level 1 will	and response to the interventions in these
		transportation. Additionally our students	and 1 FTE Ci3T Coordinator.	increase their KAP score performance by	subgroups.
		show risk for social emotional concerns. JES		one or more level in both reading and math.	
		students are also transient as evidenced by		In 1-3 years, 15% of students scoring a level	
		a mobility of rate of 20% and experience		2 will increase their KAP score performance	
		poverty evidenced by a 75% low SES		by one more level in both reading and	
		population. It can be difficult to engage		math. In 1-3 years 3% of students scoring a	
		with families at times.		level 3 will improve their KAP score	
		With farming at times.		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.	
				2020.	

Jardine Middle	6-8	The building special needs index is 1.28. 32% of students require either Special Education Services or English Learner	Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to
		services. JMS has 7.9% chronic	staff/student ratio for mental	and interventions which will increase their	intervention at each tier. Additionally, by
		absenteeism rate. Students are also	health/EL/SPED staff is equitable. Continue	academic growth as measured by the KAP	focusing on the two subgroups which need
		transient and experience poverty as	to use funds to pay for staff to attend any	assessments. 86% of students score Level 1	the most academic support to access the
		evidenced by a mobility of rate of 24% and	needed after school training. Continue to	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		a low SES percentage of 78%. It can be difficult to engage with families at times.	fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.	25% of students scoring a level 1 will increase their KAP score performance by	and response to the interventions in these
		difficult to engage with families at times.	and I FIE CIST Coordinator.	one or more level in both reading and math.	subgroups.
				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.	

Landon	6-8	The building special needs index is 1.29.	Continue to fund 1 FTE instructional coach	All students, including transient students in	By addressing each KAP level separately, it
		27% of students require either Special	through ESSER funding, and 1 FTE	attendance for less than five years, will be	is believed that the district can more clearly
		Education Services or English Learner	interventionist. Continue to ensure	monitored and provided with instruction	demonstrate growth and response to
		services LMS has 9.9% chronic absenteeism	staff/student ratio for mental	and interventions which will increase their	intervention at each tier. Additionally, by
		rate. Students are also transient and	health/EL/SPED staff is equitable. Continue	academic growth as measured by the KAP	focusing on the two subgroups which need
		experience poverty as evidenced by a	to use funds to pay for staff to attend any	assessments. 78% of students score Level 1	the most academic support to access the
		mobility of rate of 26% and a low SES	needed after school training. Continue to	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		percentage of 73%. It can be difficult to	fund 2 FTE School Improvement Specialists	25% of students scoring a level 1 will	and response to the interventions in these
		engage with families at times.	and 1 FTE Ci3T Coordinator.	increase their KAP score performance by	subgroups.
				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.	

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Lowman Hill	K-5,PK	The building special needs index is 1.48.	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
	(w/IEP),PK,	· · · · · · · · · · · · · · · · · · ·	2 FTE interventionists.Continue to ensure	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (4 YO)	Education Services or English Learner	staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
		services. Families struggle to provide	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		transportation for students as evidenced by	to use funds to pay for staff to attend any	academic growth as measured by the KAP	focusing on the two subgroups which need
		a27.2% chronic absenteeism rate. Providing	needed after school training. Continue to	assessments. 75% of students score Level 1	the most academic support to access the
		transportation to after school and summer	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		school would improve outcomes, however	and 1 FTE Ci3T Coordinator.	25% of students scoring a level 1 will	and response to the interventions in these
		the bus driver shortage has impacted the		increase their KAP score performance by	subgroups.
		ability to provide transportation to/from		one or more level in both reading and math.	
		these programs. Additionally our students		In 1-3 years, 20% of students scoring a level	
		show significant risk for social emotional		2 will increase their KAP score performance	
		concerns.ECPA students are also very		by one more level in both reading and	
		transient and experience poverty as		math. In 1-3 years 5% of students scoring a	
		evidenced by a mobility of rate of 21% and		level 3 will improve their KAP score	
		a low SES percentage of 85%.		performance to level 4 in both reading and	
		a low see persentage or corre		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.	

McCarter	K-5,PK	The building special needs index is 1.12.	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
	(w/IEP),PK,	30% of students require either Special	2 FTE interventionists.Continue to ensure	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (4 YO)	Education Services or English Learner	staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
		services. McCarter has a 8.1% chronic	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		absenteeism rate.McCarter students are	to use funds to pay for staff to attend any	academic growth as measured by the KAP	focusing on the two subgroups which need
		transient and experience poverty as	needed after school training. Continue to	assessments. 58% of students score Level 1	the most academic support to access the
		evidenced by a mobility of rate of 18% and	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		a low SES percentage of 62%.	and 1 FTE Ci3T Coordinator.	10% of students scoring a level 1 will	and response to the interventions in these
				increase their KAP score performance by	subgroups.
				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.	

McClure	K-5,PK (w/IEP),PK, PKAR (4 YO)	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%.	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.	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	and response to the interventions in these subgroups.
				or 4 in both math and reading KAP tests by 2028.	

McEachron	K-5,PK	The building special needs index is	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
	(w/IEP),PK,	1.20.26% of students require either Special	2 FTE interventionists.Continue to ensure	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (4 YO)	Education Services. McEachron has a 7.9%	staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
		chronic absenteeism rate.McEachron	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		students are transient and experience	to use funds to pay for staff to attend any	academic growth as measured by the KAP	focusing on the two subgroups which need
		poverty as evidenced by a mobility of rate	needed after school training. Continue to	assessments. 54% of students score Level 1	the most academic support to access the
		of 28% and a low SES percentage of 67%.	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
			and 1 FTE Ci3T Coordinator.	25% of students scoring a level 1 will	and response to the interventions in these
				increase their KAP score performance by	subgroups.
				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.	

Meadows	K-5,PK	The building special needs index is 1.60.	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
	(w/IEP),PK,	39% of students require either Special	2 FTE interventionists.Continue to ensure	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (3 YO),	Education Services or English Learner	staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
	PKAR (4 YO)	services. Meadow has a 22.9% chronic	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		absenteeism rate. and Meadows students	to use funds to pay for staff to attend any	academic growth as measured by the KAP	focusing on the two subgroups which need
		are transient and experience poverty as	needed after school training. Continue to	assessments. 69% of students score Level 1	the most academic support to access the
		evidenced by a high mobility of rate of 46%	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		and a low SES percentage of 76%.	and 1 FTE Ci3T Coordinator.	15% of students scoring a level 1 will	and response to the interventions in these
				increase their KAP score performance by	subgroups.
				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.	

Quincy	K-5,PK	The building special needs index is 1.97, the	Continue to fund 1 FTE instructional	All students, including transient students in	By addressing each KAP level separately, it
	(w/IEP),PK,	highest of all elementary schools. 41% of	coach/dean of students and 1 FTE		is believed that the district can more clearly
	PKAR (4 YO)	students require either Special Education	interventionist. Continue to ensure	monitored and provided with instruction	demonstrate growth and response to
		Services or English Learner services.	staff/student ratio for mental	and interventions which will increase their	intervention at each tier. Additionally, by
		Families struggle to provide transportation	health/EL/SPED staff is equitable. Continue	academic growth as measured by the KAP	focusing on the two subgroups which need
		for students as evidenced by an 15.9%	to use funds to pay for staff to attend any	assessments. 82% of students score Level 1	the most academic support to access the
		chronic absenteeism rate. Providing	needed after school training. Continue to	and 2 on their KAP assessment In 2-4	curriculum, the school can monitor growth
		transportation to after school and summer	fund 2 FTE School Improvement Specialists	years, 20% of students scoring a level 1 will	and response to the interventions in these
		school would improve access, however the	and 1 FTE Ci3T Coordinator.	increase their KAP score performance by	subgroups.
		bus driver shortage has impacted the ability		one or more level in both reading and math.	
		to provide transportation to/from these		In 1-3 years, 25% of students scoring a level	
		programs. Additionally our students show		2 will increase their KAP score performance	
		risk for social emotional concerns.		by one more level in both reading and	
		Additionally Quincy is located in a an area		math. In 1-3 years, 5% of students scoring a	
		close to the homeless shelter and many		level 3 will improve their KAP score	
		students are served by the shelter.		performance to level 4 in both reading and	
		Students are also transient and experience		math. In 2-4 years, the percentage of	
		poverty as evidenced by an incredibly high		special education and EL students achieving	
		mobility of rate of 61%, more than twice		a level 2, 3 or 4 will on both the KAP reading	
		the district average and a low SES		and math assessments will increase by 35%.	
		percentage of 90%.It can be difficult to		Realizing that Topeka Public School's high	
		engage with families at times.		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.	

Randolph	K-5,PK	The building special needs index is 1.22.	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
•	(w/IEP),PK,	28% of students require either Special	1.5 FTE interventionists.Continue to ensure	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (3 YO),	Education Services or English Learner	staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
	PKAR (4 YO)	services. Randolph has a 21.5% chronic	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		absenteeism rate. and Randolph students	to use funds to pay for staff to attend any	academic growth as measured by the KAP	focusing on the two subgroups which need
		are transient and experience poverty as	needed after school training. Continue to	assessments. 66% of students score Level 1	the most academic support to access the
		evidenced by a high mobility of rate of 27%	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		and a low SES percentage of 71%.	and 1 FTE Ci3T Coordinator.	20% of students scoring a level 1 will	and response to the interventions in these
				increase their KAP score performance by	subgroups.
				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.	

Robinson	6-8	The building special needs index is 1.59, the	Continue to fund 1 FTE instructional coach	All students, including transient students in	By addressing each KAP level separately, it
		highest middle school index. 34% of	through ESSER funding, 1 FTE	attendance for less than five years, will be	is believed that the district can more clearly
		students require either Special Education	Interventionists and 1 FTE Dean of	monitored and provided with instruction	demonstrate growth and response to
		Services or English Learner services.	Students/Behavior coach Continue to	and interventions which will increase their	intervention at each tier. Additionally, by
		Robinson has 16.6% chronic absenteeism	ensure staff/student ratio for mental	academic growth as measured by the KAP	focusing on the two subgroups which need
		rate. Providing transportation to after	health/EL/SPED staff is equitable. Continue	assessments. 87% of students score Level 1	the most academic support to access the
		school and summer school would improve	to use funds to pay for staff to attend any	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		access, however the bus driver shortage	needed after school training. Continue to	30% of students scoring a level 1 will	and response to the interventions in these
		has impacted the ability to provide	fund 2 FTE School Improvement Specialists	increase their KAP score performance by	subgroups.
		transportation to/from these programs.	and 1 FTE Ci3T Coordinator.	one or more level in both reading and math.	
		Additionally our students show risk for		In 1-3 years, 25% of students scoring a level	
		social emotional concerns. Additionally		2 will increase their KAP score performance	
		Robinson is located in a neighborhood		by one more level in both reading and	
		which lacks many resources. Students are		math. In 1-3 years, 3% of students scoring a	
		also transient and experience poverty as		level 3 will improve their KAP score	
		evidenced by a mobility of rate of 42% and		performance to level 4 in both reading and	
		a low SES percentage of 86%.It can be		math. In 2-4 years, the percentage of	
		difficult to engage with families at times.		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.	

Ross	K-5,PK	Many students at Ross face significant	Fund 1 additional administration staff FTE, 1	All students, including transient students in	By addressing each KAP level separately, it
11000	(w/IEP),PK,	challenges. The building special needs index		attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (3 YO),	is 1.67, the third highest elementary school	of 2 FTEs. Ensure funding for 2 FTE	monitored and provided with instruction	demonstrate growth and response to
	PKAR (4 YO)	index.49% of students require either	Interventionists. Continue to ensure	and interventions which will increase their	intervention at each tier. Additionally, by
		Special Education Services or English	staff/student ratio for mental	academic growth as measured by the KAP	focusing on the two subgroups which need
		Learner services. Ross receives	health/EL/SPED staff is equitable. Continue	assessments. 75% of students score Level 1	the most academic support to access the
		comprehensive support for school	to use funds to pay for staff to attend any	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		improvement, the only elementary school	needed after school training. Continue to	45% of students scoring a level 1 will	and response to the interventions in these
		in the district with that designation.	fund 2 FTE School Improvement Specialists	increase their KAP score performance by	subgroups.
		Families struggle to provide transportation	and 1 FTE Ci3T Coordinator.	one or more level in both reading and math.	
		for students. This is evidenced in the		In 1-3 years, 30% of students scoring a level	
		school's chronic absenteeism rate of 29.5,		2 will increase their KAP score performance	
		which is higher than the district average.		by one more level in both reading and	
		Providing transportation to after school		math. In 1-3 years,3% of students scoring a	
		and summer school would improve access,		level 3 will improve their KAP score	
		however the bus driver shortage has		performance to level 4 in both reading and	
		impacted the ability to provide		math. In 2-4 years, the percentage of	
		transportation to/from these programs.		students special education and EL students	
		Additionally our students show significant		achieving a level 2, 3 or 4 will on both the	
		risk for social emotional concerns. Ross		KAP reading and math assessments will	
		students are also very transient and		increase by 35%. Realizing that Topeka	
		experience poverty evidenced by a mobility		Public School's high mobility rate impacts	
		of rate of 32% and a 87% low SES		KAP performance rates , a realistic goal is	
		percentage. It can be difficult to engage		that all students who have been in our	
		with families at times.		district at least five years will score a level 3	
				or 4 in both math and reading KAP tests by	
				2028.	

Scott	K-5,PK (w/IEP),PK, PKAR (4 YO)	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%.	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.	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	and response to the interventions in these subgroups.
				KAP performance rates , a realistic goal is	

State Street	K-5,PK	The building special needs index is 1.46.	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
	(w/IEP),PK,	36% of students require either Special	and 2 FTE interventionists. Continue to	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (3 YO),	Education Services or English Learner	ensure staff/student ratio for mental	monitored and provided with instruction	demonstrate growth and response to
	PKAR (4 YO)	services. Families struggle to provide	health/EL/SPED staff is equitable. Continue	and interventions which will increase their	intervention at each tier. Additionally, by
		transportation for students as evidenced by	· ·	academic growth as measured by the KAP	focusing on the two subgroups which need
		an 19.3% chronic absenteeism rate which is		assessments. 76% of students score Level 1	the most academic support to access the
		slightly higher than the district average.	fund 2 FTE School Improvement Specialists	and 2 on their KAP assessment.In 2-4 years,	curriculum, the school can monitor growth
		Providing transportation to after school	and 1 FTE Ci3T Coordinator.	20% of students scoring a level 1 will	and response to the interventions in these
		and summer school would improve access,		increase their KAP score performance by	subgroups.
		however the bus driver shortage has		one or more level in both reading and math.	
		impacted the ability to provide		In 1-3 years, 25% of students scoring a level	
		transportation to/from these programs.		2 will increase their KAP score performance	
		Additionally our students show risk for		by one more level in both reading and	
		social emotional concerns. Additionally		math. In 1-3 years, 5% of students scoring a	
		State Street is located in a unique		level 3 will their KAP score performance to	
		neighborhood which lacks many resources.		level 4 in both reading and math. In 2-4	
		State Street students are also transient and		years, the percentage of special education	
		experience poverty as evidenced by a		and EL students achieving a level 2, 3 or 4	
		mobility of rate of 21% and a low SES		will on both the KAP reading and math	
		percentage of 88%.		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.	

Topeka High	9-12	Topeka High School receives	Continue to fund 1 FTE instructional coach	All students, including transient students in	By addressing each KAP level separately, it
		comprehensive improvement support. The	(ESSER), 2 FTE College and Career Advocate	attendance for less than five years, will be	is believed that the district can more clearly
		building special needs index is 1.34. 30% of	1 ESSER, 1 Title).	monitored and provided with instruction	demonstrate growth and response to
		students require either Special Education	Continue to ensure staff/student ratio for	and interventions which will increase their	intervention at each tier. Additionally, by
		Services or English Learner services. THS	mental health/EL/SPED staff is equitable.	academic growth as measured by the KAP	focusing on the two subgroups which need
		has a 35.2% chronic absenteeism rate.	Continue to use funds to pay for staff to	assessments. 81% of students score Level 1	the most academic support to access the
		Students are also transient and experience	attend any needed after school training.	and 2 on their KAP assessment. In 2-4 years,	curriculum, the school can monitor growth
		poverty as evidenced by a mobility of rate	Continue to fund 2 FTE School Improvement	35% of students scoring a level 1 will	and response to the interventions in these
		of 31% and a low SES percentage of 71%. It	Specialists and 1 FTE Ci3T Coordinator.	increase their KAP score performance by	subgroups.
		can be difficult to engage with families at		one or more level in both reading and math.	
		times.		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.	

Topeka West High	9-12	The building special needs index is 1.12.	Continue to fund 1 FTE instructional coach	All students, including transient students in	By addressing each KAP level separately, it
Topona Trost III.		22% of students require either Special	(ESSER)	attendance for less than five years, will be	is believed that the district can more clearly
		Education Services or English Learner	Continue to ensure staff/student ratio for	monitored and provided with instruction	demonstrate growth and response to
		services. TWHS has a 18.4% chronic	mental health/EL/SPED staff is equitable.	and interventions which will increase their	intervention at each tier. Additionally, by
		absenteeism rate. Students are also	Continue to use funds to pay for staff to	academic growth as measured by the KAP	focusing on the two subgroups which need
		transient and experience poverty as	attend any needed after school training.	-	the most academic support to access the
		evidenced by a mobility of rate of 24% and	1		
		a low SES percentage of 63%. It can be	Specialists and 1 FTE Ci3T Coordinator.	30% of students scoring a level 1 will	and response to the interventions in these
		difficult to engage with families at times.		increase their KAP score performance by	subgroups.
		annount to engage than tanning at times.		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.	

Whitson	K-5,PK (w/IEP),PK, PKAR (3 YO), PKAR (4 YO)	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%.	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.	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	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.
				score a level 3 or 4 in both math and reading KAP tests by 2028.	

Williams	K-5,PK	The building special needs index is 1.46.	Continue to fund 1 FTE instructional coach,	All students, including transient students in	By addressing each KAP level separately, it
22	(w/IEP),PK,	31% of students require either Special	2 FTE interventionists and 1 FTE Dean of	attendance for less than five years, will be	is believed that the district can more clearly
	PKAR (3 YO),	Education Services or English Learner	Students. Continue to ensure staff/student	monitored and provided with instruction	demonstrate growth and response to
	PKAR (4 YO)	services. Families struggle to provide	ratio for mental health/EL/SPED staff is	and interventions which will increase their	intervention at each tier. Additionally, by
		transportation for students as evidenced by	equitable. Continue to use funds to pay for	academic growth as measured by the KAP	focusing on the special education subgroup
		an almost 19% chronic absenteeism rate.	staff to attend any needed after school	assessments. 82% of students score Level 1	which need the most academic support to
		Providing transportation to after school	training. Continue to fund 2 FTE School	and 2 on their KAP assessment. In 2-4 years,	access the curriculum, the school can
		and summer school would improve access,	Improvement Specialists and 1 FTE Ci3T	25% of students scoring a level 1 will	monitor growth and response to the
		however the bus driver shortage has	Coordinator.	increase their KAP score performance by	interventions in these subgroups.
		impacted the ability to provide		one or more level in both reading and math.	
		transportation to/from these programs.		In 1-3 years, 20% of students scoring a level	
		Additionally our students show significant		2 will increase their KAP score performance	
		risk for social emotional concerns. Williams		by one more level in both reading and	
		students are also very transient and		math. In 1-3 years,3% of students scoring a	
		experience poverty as evidenced by a		level 3 will improve their KAP score	
		mobility of rate of 30% and a low SES		performance to level 4 in both reading and	
		percentage of 89%.It can be difficult to		math. In 2-4 years, the percentage of	
		engage with families at times.		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.	

strict: 501 Topeka Public Schools	Bldg #	Grades Served:
chool: Avondale Academy	8446	K-12,NG
ase consider the following questions as you complete the needs assessment for your building.		
CTION 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
		indepently
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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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, an
		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
CTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Re	ecognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
a. How is social, emotional growth being measured.	administered three times per year. Teachers also	building Mental Health Team and Building

assess Social Emotional Growth standards and

report student progress on quarterly grade cards.

Leadership team. These teams recommend

students for intervention, when needed.

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

Avoidale Academy	0440	K-12,NG
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	SRSS-IE Winter 2022 (fall data incomplete)
	for externalizing and internalizing behaviors will	Baseline: 75%, externalizing, 81% internalizing. SE
	meet or exceed 80%., as measured by the SRSS-IE.	Winter 2022 Baseline: 27%
	The percentage of students demonstrating	
	proficiency or advanced SEG skills will meet or	
	exceed 80%, as measured by the SEG quarterly	
	assessment.	
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	95% for Four-Year and Five-Year Adjusted Cohort	
Grade 12)	Graduation Rate, attendance and 75% post	
	secondary success rate.	
g How are you ensuring students are civically engaged?	Community service is a civic engagement	Avondale students haven written grants to beauti
	opportunity that can be seen in all TPS schools.	their building grounds.
	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	

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

Avoidale Academy	0440	K-12,NG
ase consider the following questions as you complete the needs assessment for your building.		
se consider the following questions as you complete the needs assessment for your building.		
FION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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	
FION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
<ul> <li>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)</li> </ul>	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students able to access the level of support needed to access the curriculum. Support for students with need EL services or Special Education services 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	

District: 5	501 Topeka Public Schools	Bldg #	Grades Served:
School: A	Avondale Academy	8446	K-12,NG

Avoidale Academy	0440	K-12,NG
ease consider the following questions as you complete the needs assessment for your building.		
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
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.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Ceiling and lights replacement
c. Are additional School Buses needed or any additional Routes needed?	No	
CTION 7: Family Needs/Community Relations		Notes

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

School: Avondale Academy	8446	K-12,NG
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?	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).	
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.

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

lease consider the following questions as you complete the needs assessment for your building	7	
case consider the following questions as you complete the needs assessment for your sumanity	o'	
ECTION 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-	Avondale Academy is a unique building servicing	
assessment related issues?	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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.
b. Additional building unique items:	Alternative selection selections	
	Alternative school, virtual school	

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

School: 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	Special Education Special Purpose School
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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Re-	cognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

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

School: 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.	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	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.	

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

- capital city	000	7-12,NO
ease consider the following questions as you complete the needs assessment for your building.		
CTION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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	
CTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
<ul> <li>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)</li> </ul>	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students an able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services as 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	

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

ION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	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 educati 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.	
FION 6: Facility Needs	,	Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
TION 7: Family Needs/Community Relations		Notes
HON /. Failing Neeus/Confillulity Relations		Morez

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Capital City	8552	7-12,NG
Please cor	sider the following questions as you complete the needs assessment for your building.		
		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	

Yes

Yes

- c. Do you have an active Site Council?
- d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?

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

consider the following questions as you complete the needs assessment for your e. What types of communication exists with families? Is it adequate?	Yes, multiple communication strategies are utilized Multiple Communication strategies are	utiliz
or trial types or communication shall arrive to the deceptation	to communicate with families. communicate with families.	
	families occurs via school and teacher	websit
	Facebook and other social media, Tyler	Sis, di
	emails, through communication softwa	are and
	through district communication. Schoo	l leade
	committed to increasing communication	n 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 Communication occurs via school and to	teache
	to communicate with the community. websites, Facebook and other social m	edia, a
	through district communication. Schoo	l leade
	going to increase community visibility.	

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

Capital City	0332	7-12,NG
Places consider the following questions as you complete the mode assessment for your building		
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-	Capital City receives Comprehensive Support for	
assessment related issues?	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 ofand 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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Capital City	8552	7-12.NG
			7 12,110
Please cor	sider the following questions as you complete the needs assessment for your building.		
	2. Why or why not?		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.
b.	Additional building unique items:		
		Special Education Special Purpose School	

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

School: Chase Middle School	8452	6-8
Diago consider the following questions as you complete the mode assessment for your built	ding	
Please consider the following questions as you complete the needs assessment for your build SECTION 1: Student Needs	ang.	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
I. 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		ESSER funded and 21st Century funded after
classroom setting?		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	S? 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 S		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

### 1 of

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk	SRSS-IE Fall 2021 Baseline: 73%, externalizing, 73%
	for externalizing and internalizing behaviors will	internalizing. SEG Winter 2022 Baseline: 66%
	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.	
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	n/a	
Grade 12)		
g How are you ensuring students are civically engaged?	Community service is a civic engagement	Chase's Student Council and Boy's basketball team
	opportunity that can be seen in all TPS schools.	participates in Harvesters. Chase has a peer
	Students raise money to help a classmates,	mentoring group which hosts neighborhood clean
	, 6	ups.
	sell produce at the local farmers market every	
	summer and fall, and collect food items for the	
	Topeka Rescue Mission and participate in	
	ShareFest.	

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

ease consider the following questions as you complete the needs assessment for your building.		
CCTION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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	
<ul> <li>CTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</li> <li>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)</li> </ul>		Notes
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services a 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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:	
School:	Chase Middle School	8452	6-8	
Please con	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	Yes		
	counterparts in surrounding states, in academics or in job market.			

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

ease consider the following questions as you complete the needs assessment for your building.		
CCTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but positions remain unfil .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.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Notes
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
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

District: !	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Chase Middle School	8452	6-8

chool: Chase Middle School	8452	6-8
ase 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?	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.	
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 a 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 going to increase community visibility.

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

Chase Middle School	0432	6-8
ease consider the following questions as you complete the needs assessment for your building.		
ECTION 8: School Data		Notes
	06.6%	
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	
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 1.52. 30% of students require either Special Education Services	Notes
	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.	
1. Can these be achieved with additional resources?	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Chase Middle School	8452	6-8
Please cor	sider the following questions as you complete the needs assessment for your building.		
	2. Why or why not?	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	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.
h	Additional building unique items:	coordinator.	Coordinator.
D.	Additional building unique items:		
		Chase is a signature Performing Arts School	

	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:	with district leadership, and as part of formal school improvement plans	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8

DN 1: Student Needs		Notes
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
I. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
<ul> <li>m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</li> </ul>	Yes	ESSER funded after school and summer aca and enrichment opportunities for all studer
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 stud performance data are reviewed monthly by building leadership team, by teachers durin professional learning community meetings, monthly data consults with district leadersh 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

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

e 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 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.	
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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	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.	

	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:	with district leadership, and as part of formal school improvement plans	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 3: Curriculum Needs	Notes	
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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.	
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. 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	Notes  A tiered framework (Ci3T) to ensure students are able to access the level of support needed to
Sufficient oral and written communication skills to enable students to function in complex and rapidly	Yes	access the curriculum. Support for students who need EL services or Special Education services are provided as well.
changing civilization.	ies	
<ol><li>Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</li></ol>	Yes	
<ol><li>Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</li></ol>	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	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			
District:	with district leadership, and as part of formal school improvement plans	Bldg #	Grades Served:	
	, , , , , , , , , , , , , , , , , , ,			
School:	Eisenhower Middle School	8524	6-8	
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		

	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:	with district leadership, and as part of formal school improvement plans	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8

CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	Positions are funded, but 6 positions remain
guidelines, which requires every classroom to contain an educator who is certified in the content area		unfilled: .5 FTE Computer Science, 1 FTE FACS,
being taught in said classroom, and meet the goals of the school?		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 educatio 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	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	Ci3T implementation training, Relationship	
	building, De-escalation training, KLN adaptive	
	schools training, and Boystown Social Emotional	
	Learning, GEI process and intervention training.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	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

	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:	with district leadership, and as part of formal school improvement plans	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8

Elselmower what estimate	00= 1	0-0
se 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	, Eisenhower hosts ten family engagement evenings	
use technology that students will be required to use, etc.) are provided?	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).	
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	Multiple Communication strategies are utilized
	to communicate with families.	communicate with families. Communication w
		families occurs via school and teacher websites
		Facebook and other social media, TylerSis, dire
		emails, through communication software and
		through district communication. School leaders
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, an
		through district communication. School leaders
		going to increase community visibility.

		State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during		
	District:	professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans	Bldg #	Grades Served:
9	School:	Eisenhower Middle School	8524	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	93.2%	
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%	
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-	Eisenhower receives comprehensive support for	
assessment related issues?	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.	

District:	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	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8
Please con	sider the following questions as you complete the needs assessment for your building.		
r rease con	Can these be achieved with additional resources?	Yes.	
	2. Why or why not?		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.
b.	Additional building unique items:		

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

School: 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?		Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
I. Are there local assessments to measure math growth?		Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Yes	ESSER funded and 21st Century funded after
classroom setting?		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 I		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.

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

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Please consider the following questions as you complete the needs assessment for your building.		
Trease consider the following questions as you complete the freeds assessment for your ballanig.		
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,	ESSER after school and summer academic and	
etc.)?	enrichment opportunities for all students. Saff 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	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
		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	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
<ol><li>Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</li></ol>	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	Yes	
heritage.		
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	Yes	
enable each child to choose and pursue life work intelligently.		

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Marjorie French Middle School	8533	6-8
Please con	sider 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	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

ease consider the following questions as you complete the needs assessment for your building.		
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	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	
CTION C. Fasilias Nacada		Notes
CTION 6: Facility Needs	Voc	Notes
<ul><li>a. Is there adequate space for student learning?</li><li>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</li></ul>	Yes Yes	Locker room/basement classroom air handler ui
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
CTION 7. Family Needs/Community Polations		Notes
CTION 7: Family Needs/Community Relations		Notes

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

School: 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 kills. 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.

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

School. Marjone French Middle School	0333	6-8
Please consider the following questions as you complete the needs assessment for your building.		
riease 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-	The building special needs index is 1.17. 28% of	
assessment related issues?	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.	
1. Can these be achieved with additional resources?	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Marjorie French Middle School	8533	6-8
Dia			
Please con	sider the following questions as you complete the needs assessment for your building.		
		special education and EL staff to support students based on the student/staff ratio for these subgroups Building leadership is supported by	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
		school improvement specialist and a Ci3T	Improvement Specialists and 1 FTE Ci3T
		coordinator.	Coordinator.
b.	Additional building unique items:		

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Highland Park Central	8462	К-5

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Rec		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Highland Park Central	8462	к-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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Highland Park Central	8462	K-5
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.	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Highland Park Central	8462	K-5
Please consider the following questions as you complete the needs assessment for your building.		
Please consider the following questions as you complete the needs assessment for your building.		
SECTION 3: Curriculum Needs		
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	ESSER funded after school and summer academic and enrichment opportunities for all students. Students to be grouped by abilitiesstandard 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	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
<ul> <li>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)</li> </ul>		
c. Is every child in your school provided at least the following capacities?		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	

Yes

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical

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.

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Highland Park Central	8462	K-5
Please con	sider 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	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

ease consider the following questions as you complete the needs assessment for your building.		
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but positions remain unfill 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.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Notes
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
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

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

oi: Highland Park Central	8402	K-5
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?	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).	
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	Multiple Communication strategies are utilized
	to communicate with families.	communicate with families. Communication w
		families occurs via school and teacher website
		Facebook and other social media, TylerSis, dire
		emails, through communication software and
		through district communication. School leader
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, an
		through district communication. School leader
		going to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	HPC receives targeted support for improvement.	
assessment related issues?	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.

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Highland Park Central	8462	K-5
Discourse			
Please cor	sider 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?	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	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:		

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

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Re	cognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 SEG quarterly assessment.  c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)  d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)  e. How are successes of individual Plans of Study being measured?  d. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Kindergarteners)  f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves for a least annually, successes are also measured by students sand reviewed by students' successful achievement of their identified goals.  g How are you ensuring students are civically engaged?  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 rate more to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and farmers market every	School. Infinancia and Infin	0330	9-12
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The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.  c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)  d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)  e. How are successes of Individual Plans of Study being measured?  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 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 oxic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to		for externalizing and internalizing behaviors will	internalizing. SEG Winter 2022 Baseline: 54%
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rana their civic engagement.		fund their civic engagement.	

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

ease consider the following questions as you complete the needs assessment for your building.		
6.		
CTION 2. Considerations No. and a		Notes
CTION 3: Curriculum Needs	I 6	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,	ESSER after school and summer academic and	
etc.)?	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	
CTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state	Yes	A tiered framework (Ci3T) to ensure students ar able to access the level of support needed to access the curriculum. Support for students who
<ul> <li>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)</li> </ul>		A tiered framework (Ci3T) to ensure students ar able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services a
<ul> <li>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)</li> <li>c. Is every child in your school provided at least the following capacities?</li> <li>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly</li> </ul>	Yes	A tiered framework (Ci3T) to ensure students ar able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services a
<ul> <li>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)</li> <li>c. Is every child in your school provided at least the following capacities?</li> <li>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</li> <li>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed</li> </ul>	Yes	A tiered framework (Ci3T) to ensure students ar able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services as
<ul> <li>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)</li> <li>c. Is every child in your school provided at least the following capacities?</li> <li>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</li> <li>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</li> </ul>	Yes Yes Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students when need EL services or Special Education services a

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Highland Park High	8536	9-12
Please con	sider 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	Yes	
	heritage.		
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

District: 5	01 Topeka Public Schools	Bldg #	Grades Served:
School: H	lighland Park High	8536	9-12

		J-12
ase consider the following questions as you complete the needs assessment for your building.		
TION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	Positions are funded, but 4 special education
guidelines, which requires every classroom to contain an educator who is certified in the content area		positions remain unfilled.
being taught in said classroom, and meet the goals of the school?		
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	Yes	
to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	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.	
TION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Roof Replacement Roof Replacement Daycare
		Tuck Pointing
		Chiller Replacement South / North
c. Are additional School Buses needed or any additional Routes needed?	No	
or the additional serior bases needed of any additional nodices needed:		
TION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
a. 20 Jun mare 100 mm. events to engage parents with teachers.	1.00	

District: 5	01 Topeka Public Schools	Bldg #	Grades Served:
School: H	lighland Park High	8536	9-12

oi: nighiand Park nigh	8530	9-12
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?	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).	
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	Multiple Communication strategies are utilize
	to communicate with families.	communicate with families. Communication v
		families occurs via school and teacher website
		Facebook and other social media, TylerSis, dir
		emails, through communication software and
		through district communication. School leade
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, a
		through district communication. School leade
		going to increase community visibility.

District: 5	01 Topeka Public Schools	Bldg #	Grades Served:
School: H	lighland 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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
Cabaala Hisbland BadaHisb	0526	
School: Highland Park High	8536	9-12
Please consider the following questions as you complete the needs assessment for your bu	ilding.	
2. Why or why not?		5.
b. Additional building unique items:		

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

School: 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	Charter school for students who need a smaller setting.
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
I. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
<ul> <li>m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</li> </ul>	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 Re	· · · · · · · · · · · · · · · · · · ·	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 RSGS-LE. The percentage of students demonstrating proficiency or advanced 556 skills will meet or exceed 80%, as measured by the RSGS-LE. Winter 2022 Baseline: 53% winternalizing, 69% internalizing, 556 winter 2028 asseline: 53% winte	50110011	hope street charter Academy	0-107	9-12
b. What are the targets/goals related to social/emotional growth?  The percentage of students demonstrating behaviors will 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 SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills 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 SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills 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 SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) and the second secondary skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) and the secondary skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) and the secondary skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will meet or exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will need to exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will need to exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skills will need to exceed 80%, as measured by the SRSS-IE. Writer 2022 (Bald data incomplete) skil	_			
for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced 5EG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.  c. How do you determine students are ready for kindergarten? (only if building serves Kindergarteners)  d. What are the targets/goals related to kindergarten Readiness? (only if building serves Kindergarteners)  e. How are successes of Individual Plans of Study being measured?  d. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Kindergarteners)  f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)  g How are you ensuring students are civically engaged?  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 civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High School students also complete great applications to	Please cons	sider the following questions as you complete the needs assessment for your building.		
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The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.  c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)  d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)  e. How are successes of Individual Plans of Study being measured?  d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)  e. How are successes of Individual Plans of Study being measured?  d. What are the targets/goals related to postsecondary completion/attendance? (only if building serves 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)  g How are you ensuring students are civically engaged?  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 over registration, serving elderly, staffing food giveaways and numerous other projects. High School students placed to the projects. High School students participate in civic leadership projects such as supporting over registration, serving elderly, staffing food giveaways and numerous other projects. High School students also complete grant applications to			for externalizing and internalizing behaviors will	Baseline: 76%, externalizing, 69% internalizing. SEG
proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.  d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) e. How are successes of individual Plans of Study being measured?  Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staffi. 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)  g How are you ensuring students are civically engaged?  g How are you ensuring students are civically engaged?  g How are you ensuring students are civically engaged?  Tomportunity 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 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			meet or exceed 80%., as measured by the SRSS-IE.	Winter 2022 Baseline: 53%
exceed 80%, as measured by the SEG quarterly assessment.  c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)  d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)  e. How are successes of Individual Plans of Study being measured?  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' successes are also measured by students' successes are also measured by students' successed and individual Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are successed are soon assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annually. Successed are also assessed for completeness at least annu				
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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' successes are also measured by students' successes are also measured by students are civically engaged?  F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves 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 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		, , , , , , , , , , , , , , , , , , , ,	-	
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registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to				
giveaways and numerous other projects. High school students also complete grant applications to				
school students also complete grant applications to				
			fund their civic engagement.	

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

ease consider the following questions as you complete the needs assessment for your building.		
CTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,	ESSER after school and summer academic and	Notes
etc.)?	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. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state	Yes	Notes
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 ar able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services a provided as well.
<ol> <li>Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</li> </ol>	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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Hope Street Charter Academy	8467	9-12
Please con	sider 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	Yes	
	heritage.		
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

ION 5: Staff Needs	,	Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	
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?		
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.	
ION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Control Panels and Modules for HVAC, Plumbi Fixture Upgrade, 269876 Replace Roof & Rafte
c. Are additional School Buses needed or any additional Routes needed?	No	
TION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	110103

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

School: 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.

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

Please consider the following questions as you complete the needs assessment for your building		
rease consider the following questions as you complete the needs assessment for your ballaning	·	
ECTION 8: School Data		Notes
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%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
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	
SECTION O. Other Date		Natas
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-	Hope Street receives Comprehensive Support for	
assessment related issues?	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	

District: 50	01 Topeka Public Schools	Bldg #	Grades Served:
School: Ho	ope Street Charter Academy	8467	9-12
Please conside	ler 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	Continue to fund .25 FTE instructional coach using
		the school has been allocated a higher number of	ESSER funds. Continue to fund a teacher to
		special education and EL staff to support students	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
		administration, an instructional coach, a school	Improvement Specialists and 1 FTE Ci3T
			Coordinator.
b. Add	dditional building unique items:		
		Alternative school	

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

School: 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
I. 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		ESSER funded after school and summer academic
classroom setting?		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 Rec	cognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.		
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.	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please con	sider the following questions as you complete the needs assessment for your building.		
	Curriculum Needs	TCCTD formated offers calculated assessment and assessment	
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 abilitiesstandard	
		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:</b>	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?		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	

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

		R-3,FR (W/ILF),FR,FRAR (3 10),FRAR (4 10)
se consider the following questions as you complete the needs assessment for your building.		
FION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	Positions are funded, but positions remain unfi
guidelines, which requires every classroom to contain an educator who is certified in the content area		1 JAG academy special education teacher.
being taught in said classroom, and meet the goals of the school?		
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	Yes	
to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	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	
	A Passion for Teaching and Learning.	
FION C. Facility, Named		Netes
TION 6: Facility Needs	Wa a	Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to bus driver shortage
TION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

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

Januarie Elementary	0.00	K-3,FK (W/ILF),FK,FKAK (3 TO),FKAK (4 TO)
se 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,	Jardine Elementary hosts two family engagement	
use technology that students will be required to use, etc.) are provided?	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).	
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	Multiple Communication strategies are utilized
	to communicate with families.	communicate with families. Communication wi
		families occurs via school and teacher websites
		Facebook and other social media, TylerSis, dire
		emails, through communication software and
		through district communication. School leader
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, an
		through district communication. School leaders
		going to increase community visibility.

District:	501 Topeka Public Schools	Bldg #	Grades Served:		
School:	Jardine Elementary	8453	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)		
Please con	Please consider the following questions as you complete the needs assessment for your building.				
CECTION O.	Saharal Data		Notes		
	School Data  Building Attendance Rate	95.2%	Notes		
	Building Chronic Absenteeism Rate	12.3%			
	District Chronic Absenteeism Rate	18.7%			
_					
	District Graduation Rate	80.2%			
e.	District Dropout Rate	2.3%			

#### SECTION 8A: High School Needs (buildings with grades 10 through 12 only)

1. Can these be achieved with additional resources?

A: 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**

a. Based on the building leadership team's analysis, what are the barriers your school faces with nonassessment 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. Yes

Notes

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

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

School: Jardine Middle School	8530	6-8
Please consider the following questions as you complete the needs assessment for your bui	lding.	Notes
SECTION 1: Student Needs	F24	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	0
f. Pupil-Teacher Ratio Median	V-	
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?		Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?		Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?		Map, FastBridge, Mastery Connect
I. Are there local assessments to measure math growth?		Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Yes	ESSER funded and 21st Century funded after
classroom setting?		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 score	es? 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
	2	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 assessment	s? Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

#### 1 of

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.	

District: 50	01 Topeka Public Schools	Bldg #	Grades Served:
School: Ja	ordine Middle School	8530	6-8

able to access the level of support ne access the curriculum. Support for streed EL services or Special Education provided as well.  1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.  2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.  3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	ION 3: Curriculum Needs		Notes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?  Notes  ION 4: Educational Capacities (pursuant to K.S.A. 72-3218)  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 able to access the level of support neaccess the curriculum. Support for struction access the curriculum access the curriculum access the level of support neaccess the curriculum access the curriculum access the level of support neaccess the curriculum access the level of support neaccess the curriculum access the curriculum access the level of support neaccess the level of support neaccess the level of support neaccess the curriculum access the level of support neaccess the level of support neaccess the curriculum access the level of support neaccess the level of		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	
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 able to access the level of support neaccess the curriculum. Support for state of EL services or Special Education provided as well.  1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.  2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.  3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	b. Are there appropriate and adequate instructional materials?	Yes	
ON 4: Educational Capacities (pursuant to K.S.A. 72-3218)  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 a able to access the level of support ne access the curriculum. Support for state of EL services or Special Education provided as well.  1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.  2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.  3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
changing civilization.  2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.  3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.  Yes  Yes	board of education are taught. (only if building serves Grade 12)  c. Is every child in your school provided at least the following capacities?		A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services provided as well.
choices.  3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.  Yes	changing civilization.		
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 Yes	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Jardine Middle School	8530	6-8
Please cor	nsider 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	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

District: 50	01 Topeka Public Schools	Bldg #	Grades Served:
School: Ja	ordine Middle School	8530	6-8

ease consider the following questions as you complete the needs assessment for your building.		
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	
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?		
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	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	Ci3T implementation training, Relationship	
	building, De-escalation training, and Boystown	
	Social Emotional Learning, Mastery Connect	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Awning for front entrance, replace asphalt - We drive / West Parking
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
CTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	110103

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

School: Jardine Middle School	8530	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,	Jardine hosts two family engagement evenings	
use technology that students will be required to use, etc.) are provided?	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).	
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	Multiple Communication strategies are utilized to
	to communicate with families.	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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, and
		through district communication. School leaders are
		going to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:		
School: Jardine Middle School	8530	6-8		
Please consider the following questions as you complete the needs assessment for your building.				

TON 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	
ION 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.	
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 the ESSER funding, and 1 FTE interventionist. Corto ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to funds to pay for staff to attend any needed as school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.

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

School: Landon Middle School	8532	6-8
Please consider the following questions as you complete the needs assessment for your build	ding.	
SECTION 1: Student Needs	<del></del>	Notes
a. Student Headcount	4	
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?	Υ	es
h. Are there gaps in student success among race/ethnicity student subgroups?	Υ	es
i. Is there a tiered system of support to target reading growth?	Υ	es Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Υ	es Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Υ	es Map, FastBridge, Mastery Connect
I. Are there local assessments to measure math growth?	Υ	es Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Υ	es ESSER funded and 21st Century funded after
classroom setting?		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 score	s? Y	es 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	γ	es Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and S	Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk	SRSS-IE Fall 2021 Baseline: 88%, externalizing, 96%
b. What are the targets/goals related to social/emotional growth.	for externalizing and internalizing behaviors will	internalizing. SEG Winter 2022 Baseline: 74%
	meet or exceed 80%., as measured by the SRSS-IE.	internalizing. SEG Winter 2022 Baseline. 7470
	The percentage of students demonstrating	
	proficiency or advanced SEG skills will meet or	
	exceed 80%, as measured by the SEG quarterly	
	assessment.	
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	n/a	
Grade 12)		
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.	

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

e consider the following questions as you complete the needs assessment for your building.		
e consider the following questions as you complete the needs assessment for your ballanig.		
ON 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	ESSER after school and summer academic and enrichment opportunities for all students. Math and ELA intervention programstudents 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	
ON 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
<ul> <li>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)</li> </ul>		
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services 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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Landon Middle School	8532	6-8
Please con	sider 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	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

		0-0
se consider the following questions as you complete the needs assessment for your building.		
se consider the following questions as you complete the needs assessment for your building.		
ON 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but .5 FTE Computer ar 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 educat 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	
ON 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	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 116, all classrooms 110 through 122 and 125

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

ON 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
	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 communicate with families. Communication w families occurs via school and teacher website Facebook and other social media, TylerSis, dire emails, through communication software and through district communication. School leader 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, at through district communication. School leade going to increase community visibility.

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

Landon Wildule School	0552	6-8
lease consider the following questions as you complete the needs assessment for your building		
ECTION 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	
	•	
CTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-	The building special needs index is 1.29. 27% of	
assessment related issues?	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.	
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	ESSER funding, and 1 FTE interventionist. Cor
	special education and EL staff to support students	to ensure staff/student ratio for mental
	based on the student/staff ratio for these	health/EL/SPED staff is equitable. Continue to
	subgroups. Building leadership is supported by district administration, an instructional coach, a	funds to pay for staff to attend any needed af
	school improvement specialist and a Ci3T	school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T
	coordinator.	Coordinator.
b. Additional building unique items:	coordinator.	Coordinator.

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

School: 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		
I. 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	Yes	ESSER funded after school and summer academic		
classroom setting?		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 Re	cognition plans/rubrics)	Notes		
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the		
, 0	administered three times per year. Teachers also	building Mental Health Team and Building		
	assess Social Emotional Growth standards and	Leadership team. These teams recommend		
	report student progress on quarterly grade cards.	students for intervention, when needed.		

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	<b>Grades Served:</b>
School: Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please consider the following questions as you complete the needs assessment f	or your building.	
g How are you ensuring students are civically engaged?	Community service is a civic engagement	ent
	opportunity that can be seen in all TPS	S schools.
	Students raise money to help a classman	ates,
	maintain community gardens where th	ney grow and
	sell produce at the local farmers marke	et every
	summer and fall, and collect food item	·
	Topeka Rescue Mission and participate	
	ShareFest.	

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

School. Lowingh Hill Elem	04/2	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please consider the following questions as you complete the needs assessment for your building.		
ECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,	ESSER funded after school and summer academic	
etc.)?	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	
ECTION 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 a 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	Yes	
that affect his or her community, state and nation.		
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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)
Dlagge con	cides the following questions as you complete the needs assessment for your building		
Please con	sider 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	Yes	
	counterparts in surrounding states, in academics or in job market.		

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
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.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage

Notes

**SECTION 7: Family Needs/Community Relations** 

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

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,	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 uticommunicate with families. Communication families occurs via school and teacher websele and other social media, TylerSis, emails, through communication software atthrough district communication. School lead 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 tead websites, Facebook and other social media through district communication. School leading to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 8: School Data		Notes
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%	
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?	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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Lowman Hill Elem	8472	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please con	sider 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. 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:	P	
		Lowman Hill is an Early College Preparatory	
		Academy	

District:	501 Topeka Public Schools	Bldg #	Grades Served:	
School:	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.				

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Re	cognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves</li> <li>Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	McCarter students collect cans for the food pantry.
	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.	

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

ooi: MicCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)
e consider the following questions as you complete the needs assessment for your building.		
DN 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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	
<ul> <li>ON 4: Educational Capacities (pursuant to K.S.A. 72-3218)</li> <li>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)</li> </ul>		Notes
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services 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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:	
School:	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		

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

chool: McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)
ease consider the following questions as you complete the needs assessment for your building.		
CCTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?		Positions are funded but 2 special education positions remain unfilled.
<ul><li>b. How many classified support staff are currently employed?</li><li>c. How many classified support staff are needed?</li></ul>	8 Varies	Needs depend on numbers of special education and EL students
<ul><li>d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</li><li>e. Are principals &amp; other key staff trained to provide instructional leadership and professional development to teachers?</li></ul>	Yes 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.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	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
CTION 7: Family Needs/Community Relations		Notes
crioti / raining recease community relations		

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)
Diama			
	sider 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,	McCArter hosts two family engagement evenings	
	use technology that students will be required to use, etc.) are provided?	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).	
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	Multiple Communication strategies are utilized to
		to communicate with families.	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
			through district communication. School leaders are

f. What types of communication/social media exists with your community? Is it adequate?

committed to increasing communication with

Communication occurs via school and teacher

going to increase community visibility.

websites, Facebook and other social media, and through district communication. School leaders are

families through home visits.

Yes, multiple communication strategies are utilized

to communicate with the community.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	The building special needs index is 1.12. 30% of	
assessment related issues?	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	Continue to fund 1 FTE instructional coach, 2 FTE
	the school has been allocated a higher number of	interventionists.Continue to ensure staff/student
	special education staff to support students based	ratio for mental health/EL/SPED staff is equitable.
	on the student/staff ratio for this subgroup.	Continue to use funds to pay for staff to attend any
	Building leadership is supported by district	needed after school training. Continue to fund 2
	administration, an instructional coach, a school	FTE School Improvement Specialists and 1 FTE Ci3T
b. Additional building unique items:	improvement specialist and a Ci3T coordinator.	Coordinator.
D. Additional building dilique items.		

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

School: McClure Elem	8482		K-5,PK (w/IEP),PK,PKAR (4 YO)
	0.02		K-3,FK (W)ILF J,FK,FKAK (4 10)
Please consider the following questions as you complete the needs assessment for your	building.		
SECTION 1: Student Needs	<u> </u>		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
I. 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 traditio	nal	Yes	ESSER funded after school and summer academic
classroom setting?			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 assessing	nents?	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	g scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times		building Mental Health Team and Building
	assess Social Emotional Gr	owth standards and	Leadership team. These teams recommend
	report student progress or	quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please cons	sider the following questions as you complete the needs assessment for your building.		
g		opportunity that can be seen in all TPS schools.	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.

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please con	nsider the following questions as you complete the needs assessment for your building.		
i icase con	istact the following questions as you complete the needs assessment for your sumaning.		
SECTION 3:	Curriculum Needs		Notes

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.

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

rocabalary

comprehension

Resource(s):

REWARDS

Math:

Targeted Instruction-

Number Sense

Automaticity/Fluency

5

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.	lv.	
<ul><li>b. Are there appropriate and adequate instructional materials?</li><li>c. Is current technology appropriate? If no, what technology is needed to support the curriculum?</li></ul>	Yes Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	ies	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	
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	
<ol><li>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.</li></ol>	Yes	

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

		N-3,PK (W/IEP),PK,PKAK (4 10)
ease consider the following questions as you complete the needs assessment for your building.		
CTION 5: Staff Needs		Notes
	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.	
TION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Replace Windows, Replace Flooring. Replace Asphalt Playground
c. Are additional School Buses needed or any additional Routes needed?	Yes	
CTION 7: Family Needs/Community Relations		
a. Do you have regular events to engage parents with teachers?	Yes	

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

: McClure Elem	8482	K-5,PK (w/IEP),PK,PKAR (4 YO)
ancident ha fallowing greations or you consult to the mode accessment for your building		
onsider the following questions as you complete the needs assessment for your building.	MacClare has been found by a second and a second se	
b. What types of caregiver training programs (teaching guardians how to give students help with homework,	McClure hosts two family engagement evenings	
use technology that students will be required to use, etc.) are provided?	focusing on several topics: Parent Information	
	Night, Family Literacy & 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).	
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	Multiple Communication strategies are utilize
	to communicate with families.	communicate with families. Communication v
		families occurs via school and teacher websit
		Facebook and other social media, TylerSis, di
		emails, through communication software and
		through district communication. School leade
		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	Communication occurs via school and teache
	to communicate with the community.	websites, Facebook and other social media, a
		through district communication. School leade
		going to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	The building special needs index is 1.29. 34% of	
assessment related issues?	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	
Can these be achieved with additional resources?	of 70%.	
2. Why or why not?	In order to access the general education curriculum	Continue to fund 1 FTE instructional coach, 2 FTE
2. Willy of willy flot!	the school has been allocated a higher number of	interventionists.Continue to ensure staff/student
	special education staff to support students based	ratio for mental health/EL/SPED staff is equitable.
	on the student/staff ratio for this subgroup.	Continue to use funds to pay for staff to attend any
	Building leadership is supported by district	needed after school training. Continue to fund 2
	administration, an instructional coach, a school	FTE School Improvement Specialists and 1 FTE Ci3T
	improvement specialist and a Ci3T coordinator.	Coordinator.
b. Additional building unique items:	, .	

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

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Re		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 bu	iliding.	
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 ar	nd
	sell produce at the local farmers market every	
	summer and fall, and collect food items for the	
	Topeka Rescue Mission and participate in	
	ShareFest.	

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

School: 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 3: Curriculum Needs  a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?  b. Are there appropriate and adequate instructional materials?	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	Notes	
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)  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)		Notes	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:	
School: 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 5: Staff Needs  a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA		Notes	

ECTION F. CA-II No J.		Nata
<ul> <li>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?</li> <li>b. How many classified support staff are currently employed?</li> <li>c. How many classified support staff are needed?</li> <li>d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</li> <li>e. Are principals &amp; other key staff trained to provide instructional leadership and professional development</li> </ul>	Yes  17  Varies  Yes  Yes	Needs depend on numbers of special education and EL students
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.	
a. Is there adequate space for student learning?  b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes No	Notes
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
ECTION 7: Family Needs/Community Relations	l	Notes
a. Do you have regular events to engage parents with teachers?	Yes	

District: 50	01 Topeka Public Schools	Bldg #	Grades Served:
School: M	cEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)

chool: McEachron Elem	8484	K-5,PK (w/IEP),PK,PKAR (4 YO)
ase 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,	McEachron hosts two family engagement evenings	
use technology that students will be required to use, etc.) are provided?	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).	
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	Multiple Communication strategies are utilized to
	to communicate with families.	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 ar
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, and
		through district communication. School leaders ar
		going to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	The building special needs index is 1.20.26% of	
assessment related issues?	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%.	
Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum	Continue to fund 1 FTE instructional coach, 2 FTE
	the school has been allocated a higher number of	interventionists.Continue to ensure staff/student
	special education staff to support students based	ratio for mental health/EL/SPED staff is equitable.
	on the student/staff ratio for this subgroup.	Continue to use funds to pay for staff to attend any
	Building leadership is supported by district	needed after school training. Continue to fund 2
	administration, an instructional coach, a school	FTE School Improvement Specialists and 1 FTE Ci3T
h Additional huilding unique itanse	improvement specialist and a Ci3T coordinator.	Coordinator.
b. Additional building unique items:		

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

School: 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	
I. 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	Yes	ESSER funded after school and summer academic	
classroom setting?		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	SRSS-IE screening data is examined by both the	
	administered three times per year. Teachers also	building Mental Health Team and Building	
	assess Social Emotional Growth standards and	Leadership team. These teams recommend	
	report student progress on quarterly grade cards.	students for intervention, when needed.	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 assessme	ent 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.	

District: 501 Topeka Public Sch	nools	Bldg #	Grades Served:
School: Meadows Elementary		8486	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please consider the following question	ons as you complete the needs assessment for your building.		
SECTION 3: Curriculum Needs			Notes
<ul><li>a. What extended learning oppor etc.)?</li></ul>	tunities are provided (after school programs, summer school programs,	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 ade	quate instructional materials?	Yes	
c. Is current technology appropris	ate? If no, what technology is needed to support the curriculum?	Yes	
	uant to K.S.A. 72-3218) on necessary to meet the graduation requirements adopted by the state (only if building serves Grade 12)		Notes
	ovided 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 c changing civilization.	ommunication skills to enable students to function in complex and rapidly	Yes	
2. Sufficient knowledge of eco choices.	nomic, social, and political systems to enable students to make informed	Yes	
3. Sufficient understanding of that affect his or her community	governmental processes to enable the student to understand the issues cy, state and nation.	Yes	
4. Sufficient self-knowledge ar	d knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the a heritage.	arts to enable each student to appreciate his or her cultural and historical	Yes	
6. Sufficient training or prepar enable each child to choose an	ation for advanced training in either academic or vocational fields so as to d pursue life work intelligently.	Yes	
7. Sufficient levels of academic	or vocational skills to enable students to compete favorably with their	Yes	

counterparts in surrounding states, in academics or in job market.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 5: Staff Needs  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	Yes	Notes
being taught in said classroom, and meet the goals of the school?  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.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage

Yes

Notes

**SECTION 7: Family Needs/Community Relations** 

a. Do you have regular events to engage parents with teachers?

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 types of caregiver training programs (teaching guardians how to give students help with homewo use technology that students will be required to use, etc.) are provided?		
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

websites, Facebook and other social media, and through district communication. School leaders are

going to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	00.5%	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-	The building special needs index is 1.60. 39% of	
assessment related issues?	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	Continue to fund 1 FTE instructional coach, 2 FTE
	the school has been allocated a higher number of	interventionists.Continue to ensure staff/student
	special education staff to support students based	ratio for mental health/EL/SPED staff is equitable.
	on the student/staff ratio for this subgroup.	Continue to use funds to pay for staff to attend any
	Building leadership is supported by district	needed after school training. Continue to fund 2
	administration, an instructional coach, a school	FTE School Improvement Specialists and 1 FTE Ci3T
la Additional lavilation value (tame)	improvement specialist and a Ci3T coordinator.	Coordinator.
b. Additional building unique items:		

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
I. 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	Yes	ESSER funded and 21st Century funded after
classroom setting?		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 Re	ecognition plans/rubrics)	Notes

#### ON 2: State Board of Education Outcomes (please utilize your district RESA (accreditation) and star Recognition plans/rubi

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.

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	g.	
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 Mylgdi 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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)
Disconsider the following avertions or you complete the words accessment for you	. h. ildina	
Please consider the following questions as you complete the needs assessment for you	r building.	
g How are you ensuring students are civically engaged?	Community service is a civic engagen	nent
	opportunity that can be seen in all TF	PS schools.
	Students raise money to help a classr	
	maintain community gardens where	
	sell produce at the local farmers man	, •
	summer and fall, and collect food ite	•
	Topeka Rescue Mission and participa	
	ShareFest.	

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 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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. 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)		Notes
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	

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

0+3+	K-5,PK (W/IEP),PK,PKAK (4 10)
	Notes
Yes	
8	
Varies	Needs depend on numbers of special education and EL students
Yes	
Yes	
Equity, Corwin Learning Walks and Teacher Clarity,	
Ci3T implementation training, Relationship	
building, De-escalation training, KLN adaptive	
schools training, GEI process and intervention	
training.	
	Notes
Yes	Notes
	Control Panels and Modules for HVAC
No	Through grant funding, Quincy has its own van
	assist with transportation needs.
	Notes
	Yes  8  Varies  Yes  Yes  Yes  Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, GEI process and intervention training.  Yes  Yes

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please con	sider the following questions as you complete the needs assessment for your building.		
h	What types of caregiver training programs (teaching guardians how to give students help with homework	Quincy hosts two family angagement evenings	

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?	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).	
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.

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 l	iding.	
ECTION 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%
ECTION 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	
ECTION 9: Other Data		Notes

istrict:	501 Topeka Public Schools	Bldg #	Grades Served:
ichool:	Quincy Elem	8494	K-5,PK (w/IEP),PK,PKAR (4 YO)
oaso son	sider the following questions as you complete the needs assessment for your building.		
	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 1.97, 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	The use of a grant funded school van has improved Quincy's chronic absenteeism.
		low SES percentage of 90%. 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/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.
b.	Additional building unique items:		
		Quincy is a signature art school.	

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

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Ro	ecognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
a social, chiefoliai grottii sellig measarea.	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

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District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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?  f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves	n/a n/a	
Grade 12)	ii/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Diago consider the following questions as you complete the mode assessment f	or vour building	
Please consider the following questions as you complete the needs assessment for	or your building.	
g How are you ensuring students are civically engaged?	Community service is a civic engagem	ent
	opportunity that can be seen in all TPS	S schools.
	Students raise money to help a classm	
	maintain community gardens where t	
	sell produce at the local farmers mark	, •
	summer and fall, and collect food iten	•
	Topeka Rescue Mission and participat	
	ShareFest.	S

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 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 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	Notes
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. 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)		Notes
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	
<ol><li>Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</li></ol>	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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
n.			
Please con	sider 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	Yes	
	counterparts in surrounding states, in academics or in job market.		

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please con	sider the following questions as you complete the needs assessment for your building.		

CTION 5: Staff Needs		Notes
	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.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Asphalt Replacement
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Randolph Elem	8498	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please con	sider the following questions as you complete the needs assessment for your building.		
	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?	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).	
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.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	The building special needs index is 1.22. 28% of	
assessment related issues?	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	Continue to fund 1 FTE instructional coach, 1.5 FTE
	the school has been allocated a higher number of	interventionists.Continue to ensure staff/student
	special education staff to support students based on the student/staff ratio for this subgroup.	ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any
	Building leadership is supported by district	needed after school training. Continue to fund 2
	administration, an instructional coach, a school	FTE School Improvement Specialists and 1 FTE Ci3T
	improvement specialist and a Ci3T coordinator.	Coordinator.
b. Additional building unique items:	improvement specialist and a cist coordinator.	Coordinator.
5. Additional banding anique recins.		

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

School: Robinson Middle School	8501		6-8
Please consider the following questions as you complete the needs assessment for your bu	ıilding.		
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
I. Are there local assessments to measure math growth?			Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional		Yes	ESSER funded and 21st Century funded after
classroom setting?			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
Desired and the second of the selection of the few Heat death to see the second of the	2	V	on specific standards.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their sco	res?	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 assessmen	nts?	Yes	Goals are written into School Improvement Plans
5. The discrete dispetal pound to more statement out of promoteinly series I and 2 of state assessment		103	Sala a control modern management i una
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and	Star Recognition plans / rubrice	-1	Notes
Section 2. State board of Education Outcomes (please utilize your district RESA (accreditation) and	July 1000 State of 100 Inc.	71	Notes

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

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	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk	SRSS-IE Fall 2021 Baseline: 73%, externalizing,
	for externalizing and internalizing behaviors will	internalizing. SEG Winter 2022 Baseline: 66%
	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.	
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	n/a	
Grade 12)		
g How are you ensuring students are civically engaged?	Community service is a civic engagement	Students participate in service learning project
	opportunity that can be seen in all TPS schools.	through their Advisor Base. Students have place
	Students raise money to help a classmates,	trash cans, painted benches and picked up tra-
	maintain community gardens where they grow and	Avid students volunteered at Helping Hands a
	sell produce at the local farmers market every	Unified Field Day as well.
	summer and fall, and collect food items for the	,
	Topeka Rescue Mission and participate in	
	ShareFest.	

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

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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. 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	Notes  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.
<ol> <li>Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</li> </ol>	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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Robinson Middle School	8501	6-8
-			
Please con	sider 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	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

	3331	U-0
Please consider the following questions as you complete the needs assessment for your building.		
SECTION 5: Staff Needs	_	Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	
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?		
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	Yes	
to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	Ci3T implementation training, Relationship	
	building, De-escalation training, KLN adaptive	
	schools training, and Boystown Social Emotional	
	Learning, and WICOR strategies.	
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
ECTION 7. Family Namedy (Community Palations		None
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

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

Modification Made Conco.	3331	0-8
ease 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,	Robinson hosts three family engagement evenings	
use technology that students will be required to use, etc.) are provided?	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).	
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	Multiple Communication strategies are utilized to
	to communicate with families.	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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, and
		through district communication. School leaders are
		going to increase community visibility.

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

RODITISOTI WILdule School	9201	6-8
ease consider the following questions as you complete the needs assessment for your building.		
ECTION 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%	
	2.3%	
e. District Dropout Rate	2.3%	Neter
		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	
ECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-	The building special needs index is 1.59, the highest	
assessment related issues?	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.	
1. Can these be achieved with additional resources?	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:	
School:	Robinson Middle School	8501	6-8	
Please con	sider the following questions as you complete the needs assessment for your building.			
		special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by	Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE interventonist and1 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	
		coordinator.	Specialists and 1 FTE Ci3T Coordinator.	
b. Additional building unique items:				

District: 5	601 Topeka Public Schools	Bldg #	Grades Served:
School: R	Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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
or the there see targets/goals to move students out or pronotency Levels 1 and 2 on state assessments:	163	Coals are written into sensor improvement runs
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Re	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
	u building	
Please consider the following questions as you complete the needs assessment for you	ur building.	
g How are you ensuring students are civically engaged?	Community service is a civic engagen	ment
	opportunity that can be seen in all TF	PS schools.
	Students raise money to help a classr	mates,
	maintain community gardens where	
	sell produce at the local farmers man	, -
	summer and fall, and collect food ite	·
	Topeka Rescue Mission and participa	
	ShareFest.	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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		
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. 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	
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	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please cor	sider 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	Yes	
	that affect his or her community, state and nation.		
	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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	or your building.	
SECTION 5: Staff Needs		Notes

ECTION 5: Staff Needs	1	Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Administrative staff have been added and the tear 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.?		
<ul> <li>e. Are principals &amp; other key staff trained to provide instructional leadership and professional development to teachers?</li> </ul>	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.	
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Univent Replacement - Phase One
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to bus driver shortage.
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 types of caregiver training programs (teaching guardians how to give student use technology that students will be required to use, etc.) are provided?		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
c. Do you have an active Site Council?	Yes	to, product of the pr
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent lead	ership? Yes	
e. What types of communication exists with families? Is it adequate?	Yes, multiple Communication strategies are u to communicate with families.	tilized 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 adeq	to communicate with the community.	tilized Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

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

CECTION O. C. L. L. D. J.		
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	
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please cor	sider the following questions as you complete the needs assessment for your building.		
	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	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.	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.
	1. Can these be achieved with additional resources?	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Ross Elementary	8465	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
56.15611	noso Elementar y		K-3,FR (W)ILF),FR,FRAR (3 10),FRAR (4 10)
Please con	sider 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	

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

School: 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
I. 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	Yes	ESSER funded and 21st Century funded after
classroom setting?		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
ECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star I		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 Mylgdi Assessment for all 4 year students in attendance Topeka Public Schools
e. How are successes of Individual Plans of Study being measured?	n/a	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	3. <sub>_</sub>	
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.	

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

School: 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.		
rease 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 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	
ECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
<ul> <li>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)</li> </ul>		
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.

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

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

CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	Positions are funded, but positions remain unfill
guidelines, which requires every classroom to contain an educator who is certified in the content area		1 4th grade dual language teacher., 1 3rd grade
being taught in said classroom, and meet the goals of the school?		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	Yes	
to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	Ci3T implementation training, Relationship	
	building, De-escalation training, GEI process and	
	intervention training, Gomez and Gomez Dual	
	Language Model and the International	
	Baccalaureate Program .	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Notes
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	
CTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Scott Dual Language Magnet	8499	K-5,PK (w/IEP),PK,PKAR (4 YO)
- Control - Cott Data Language Magnet	0.133	K-3,FK (W)ILF),FK,FKAK (4 10)
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?	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).	
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.

Yes, multiple communication strategies are utilized

to communicate with the community.

Communication occurs via school and teacher

going to increase community visibility.

websites, Facebook and other social media, and through district communication. School leaders are

f. What types of communication/social media exists with your community? Is it adequate?

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	The building special needs index is 1.29, the highest	
assessment related issues?	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%,	
4. Con the college of the collision of with a different management.	and a low SES percentage of 81%.	
Can these be achieved with additional resources?	Yes	0 11 - 11 - 11
2. Why or why not?	In order to access the general education curriculum	Continue to fund 1 FTE instructional coach and 1
	the school has been allocated a higher number of	FTE Dual Language Coordinator, and 3 FTE interventionists. Continue to ensure staff/student
	special education and EL staff to support students based on the student/staff ratio for these	ratio for mental health/EL/SPED staff is equitable.
	subgroups. Building leadership is supported by	Continue to use funds to pay for staff to attend any
	district administration, an instructional coach, a	needed after school training. Continue to fund 2
	school improvement specialist and a Ci3T	FTE School Improvement Specialists and 1 FTE Ci3T
	coordinator.	Coordinator.

b. Additional building unique items:

District: 501 Topeka Pu	olic Schools	Bldg #	Grades Served:
School: State Street Ele	em .	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		and enrichment opportunities for all students. Ir
		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, a
		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
CTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Re		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)
Please con	sider the following questions as you complete the needs assessment for your building.		
	What are the targets/goals related to social/emotional growth?		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)	Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs.	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.	
	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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)
Dia			
	sider 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	State Street utilizes a House System strategy to
		opportunity that can be seen in all TPS schools.	facility the development of a culture of community.
		Students raise money to help a classmates,	The Houses engage in community service projects
		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.	

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

chool: State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)
ease consider the following questions as you complete the needs assessment for your building.		
CTION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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. 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)		Notes
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students at able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services a 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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)
Dia			
Please con	sider 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	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

Just ou de Lien		K-3,FK (W/ILF),FK,FKAK (4 10)
and the fall action acceptions as you complete the mode acceptant for your building		
consider the following questions as you complete the needs assessment for your building.		
I 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	Positions are funded, but positions remain unfill
guidelines, which requires every classroom to contain an educator who is certified in the content area		1 FTE 5th grade teacher.
being taught in said classroom, and meet the goals of the school?		
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	Yes	
to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	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.	
l 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Boiler Repair, Tuckpointing
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
7: Family Needs/Community Relations		Notes
·	Ves	Hotes
c. Are additional School Buses needed or any additional Routes needed?  17: Family Needs/Community Relations  a. Do you have regular events to engage parents with teachers?	Yes	Need re

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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.		
	State Street hosts several family engagement evenings, two of which are focusing on Reading and Math. In addition, a third night focusing on	

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?	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).	
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.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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

strict: 501 Topeka Public Schools	Bldg #	Grades Served:
hool: State Street Elem	8504	K-5,PK (w/IEP),PK,PKAR (4 YO)
ase consider the following questions as you complete the needs assessment for your building.		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	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.	
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 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:		
	Performing Arts Signature School	

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

School: Topeka High	8538	9-12
	-	
Please consider the following questions as you complete the needs assessment for your building SECTION 1: Student Needs	g.	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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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, an
		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
ECCION 3. Chata Board of Education Outcomes (along utiling your district VECA (according to and Cha	. De comition plane (multiplica)	Notes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Sta	-	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also	SRSS-IE screening data is examined by both the building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

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

	Topeka Tilgii	0330	9-12
_			
Please cons	ider the following questions as you complete the needs assessment for your building.		
	What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk	SRSS-IE Fall 2021 Baseline: 77%, externalizing,79%
		for externalizing and internalizing behaviors will	internalizing. SEG Winter 2022 Baseline: 65%
		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.	
c. ŀ	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. F	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.	
	What are the targets/goals related to postsecondary completion/attendance? (only if building serves	95% for Four-Year and Five-Year Adjusted Cohort	
(	Grade 12)	Graduation Rate, attendance and 75% post	
		secondary success rate.	
g H	How are you ensuring students are civically engaged?	Community service is a civic engagement	THS students and sponsors write numerous grants
		opportunity that can be seen in all TPS schools.	to fund activities such as planting trees, creating
		Students raise money to help a classmates,	medical bags for homeless persons, cleaning up
		maintain community gardens where they grow and	parks and other civic engagement.
		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	
		13CHOOL STUDELLS also complete grant applications to	

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

senson nopeka riigii	0330	9-12
lease 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. 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. 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	Notes
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 ar provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:	
School:	Topeka High	8538	9-12	
Please cor	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		

Yes

6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their

enable each child to choose and pursue life work intelligently.

counterparts in surrounding states, in academics or in job market.

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

se consider the following questions as you complete the needs assessment for your building.		
se consider the following questions as you complete the needs assessment for your sumaing.		
TION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but 1 FACS teacher and 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 educat 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.	
FION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Notes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	REplace Sound and Lighting System in Auditor Epoxy Flooring in Div 1, Div 2, & Div 3 Restroo and in Room 303. Wrestling Room Install Fire Sprinkler Systems Meet Code Update Building Management System (HVAC)

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

		15
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	
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,	THS hosts two engagement evenings focusing on	
use technology that students will be required to use, etc.) are provided?	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	Multiple Communication strategies are utilized to
	to communicate with families.	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 ar
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, and
		through district communication. School leaders are
		going to increase community visibility.

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	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-	Topeka High School receives comprehensive	
assessment related issues?	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.	
<ol> <li>Can these be achieved with additional resources?</li> </ol>	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Topeka High	8538	9-12
Please con	nsider the following questions as you complete the needs assessment for your building.		
ricuse con	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.
b.	Additional building unique items:		

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

School: 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
I. 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	al		ESSER funded after school and summer academic
classroom setting?			and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their so	cores?	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 assessm	ents?	Yes	Goals are written into School Improvement Plans
	<u>.</u>		
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?			SRSS-IE screening data is examined by both the
,	administered three times		building Mental Health Team and Building
	assess Social Emotional Gr		Leadership team. These teams recommend
	report student progress or		students for intervention, when needed.

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

School:	торека west ніgn	8540	9-12
Please cor	nsider the following questions as you complete the needs assessment for your building.		
	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%
	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
	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.

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

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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. 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 Yes	Notes  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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Topeka West High	8540	9-12
DI.			
Please con	sider 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	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

School: Topeka West High	8540	9-12
Please consider the following questions as you complete the needs assessment for your building.		
rease consider the following questions as you complete the needs assessment for your building.		
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
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.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	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	
SECTION 7. Family Named (Community Delation)		Notes
SECTION 7: Family Needs/Community Relations	\v	Notes
a. Do you have regular events to engage parents with teachers?	Yes	

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

iooi: lopeka west nigh	8540	9-12
se 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?	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).	
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.

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

chool. Topeka west riigh	8340	9-12
lease consider the following questions as you complete the needs assessment for your building.		
ECTION 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%	
ECTION 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	
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	Notes
Can these be achieved with additional resources?	mobility of rate of 24% and a low SES percentage of 63%. It can be difficult to engage with families at times.	
	Yes	Continue to fund 1 FTE instructional coach (ESS
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 fulful 1 FTE listractional Coach (ESS Continue to ensure staff/student ratio for ment health/EL/SPED staff is equitable. Continue to u funds to pay for staff to attend any needed afte school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.

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

School: 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
I. 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	Yes	ESSER funded after school and summer academic
classroom setting?		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 Re	cognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
,	administered three times per year. Teachers also	building Mental Health Team and Building
	assess Social Emotional Growth standards and	Leadership team. These teams recommend
	report student progress on quarterly grade cards.	students for intervention, when needed.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 Mylgdi Assessment for all 4 year students in attendance Topeka Public Schools
e. How are successes of Individual Plans of Study being measured?	n/a	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 to	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 scho	pols.
	Students raise money to help a classmates,	
	maintain community gardens where they gr	
	sell produce at the local farmers market eve	
	summer and fall, and collect food items for	·
	Topeka Rescue Mission and participate in	
	ShareFest.	

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

School:	Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
ease cor	sider the following questions as you complete the needs assessment for your building.		
ECTION 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	
ECTION 4:	Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
	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 ar able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services a provided as well.
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Diagon age			
Please con	sider 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	Yes	
	choices.		
	3. Sufficient understanding of governmental processes to enable the student to understand the issues	Yes	
	that affect his or her community, state and nation.		
		V	
	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	Yes	
	heritage.		
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

vincon tiem	0312	K-5,PK (W/IEP),PK,PKAK (3 YU),PKAK (4 YU)
Please consider the following questions as you complete the needs assessment for your building.		
6.		
ECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Yes	Positions are funded, but positions remain unfilled
guidelines, which requires every classroom to contain an educator who is certified in the content area		1 FTE reading interventionist
being taught in said classroom, and meet the goals of the school?		
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	Yes	
to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher Clarity,	
improvement goals?	Ci3T implementation training, Relationship	
	building, De-escalation training, GEI process and	
	intervention training, Kagan and SAM.	
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Tuckpointing
		Update Building Management System (HVAC)
c. Are additional School Buses needed or any additional Routes needed?	No	
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
, 5 5 1		

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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 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?	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).	
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?		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.

Yes, multiple communication strategies are utilized

to communicate with the community.

Communication occurs via school and teacher

going to increase community visibility.

websites, Facebook and other social media, and through district communication. School leaders are

f. What types of communication/social media exists with your community? Is it adequate?

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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-	The building special needs index is 1.20. 39% of	
assessment related issues?	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%.	
Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum	Continue to fund 1 FTE instructional coach, and 3
<u> </u>	the school has been allocated a higher number of	FTE interventionists. Continue to ensure
	special education and EL staff to support students	staff/student ratio for mental health/EL/SPED staff
	based on the student/staff ratio for these	is equitable. Continue to use funds to pay for staff
	subgroups. Building leadership is supported by	to attend any needed after school training.
	district administration, an instructional coach, a	Continue to fund 2 FTE School Improvement
	school improvement specialist and a Ci3T	Specialists and 1 FTE Ci3T Coordinator.
	coordinator.	

b. Additional building unique items:

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

	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
	Notes
428	
29.00%	
2.00%	
66.00%	
11.0	
Yes	
Yes	
Yes	Ci3T Implementation Plan
Yes	Ci3T Implementation Plan
Yes	Map, FastBridge, Mastery Connect
Yes	Map, FastBridge, Mastery Connect
Yes	ESSER funded after school and summer academic
	and enrichment opportunities for all students.
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, ar
	as part of formal school improvement plans.
Yes	Goals are written into School Improvement Plans
	Notes
<u> </u>	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.
	29.00% 2.00% 66.00% 11.0  Yes Yes Yes Yes Yes Yes Yes Yes

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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. 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	
<ul> <li>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</li> </ul>	n/a	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	g	
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.	

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

School: Williams Science and Fine Arts Magnet School	8513	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
ease consider the following questions as you complete the needs assessment for your building.		
ase consider the following questions as you complete the needs assessment for your building.		
CTION 3: Curriculum Needs		Notes
<ul> <li>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</li> </ul>	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	
<ul> <li>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)</li> </ul>		Notes
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 a 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	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Williams Science and Fine Arts Magnet School	8513	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
Please cor	nsider 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	Yes	
	enable each child to choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
	counterparts in surrounding states, in academics or in job market.		

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

williams selence and time Arts Magnet sellool	0313	K-5,PK (W/IEP),PK,PKAR (3 YU),PKAR (4 YU)
ease consider the following questions as you complete the needs assessment for your building.		
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded, but positions remain unfil 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.	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Upgrade Horns and Strobes
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

District: 501 Tope	eka Public Schools	Bldg #	Grades Served:	
School: Williams	S 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.				

School: Williams Science and Fine Arts Magnet School	8513	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)
lease 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	, Williams hosts two family engagement evenings	
use technology that students will be required to use, etc.) are provided?	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.	
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	Multiple Communication strategies are utilized to
	to communicate with families.	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 ar
		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	Communication occurs via school and teacher
	to communicate with the community.	websites, Facebook and other social media, and
		through district communication. School leaders ar
		going to increase community visibility.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: 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	1	Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-	Williams receives targeted support for	
assessment related issues?	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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:		
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School: 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.				
2. Why or why not?		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.		
b. Additional building unique items:	Marillo and Colored Colored Colored			
	Williams is an Art and Science Magnet School			