District: 501 Topeka Public Schools

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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 Board President

	Grades Served		(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
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- (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

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

Avondale	K-12, NG	Avondale Academy is a unique building	Continue to fund 1 FTE College and Career	All students, including transient students	By addressing each KAP level separately, it is believed that
Academy			Advocate through ESSER funding. Continue		the district can more clearly demonstrate growth and
Academy			to ensure staff/student ratio for mental	be monitored and provided with	response to intervention at each tier. Additionally, by
		term suspension and virtual students.	health/EL/SPED staff is equitable. Continue	-	focusing on the two subgroups which need the most
		19% of students require either Special	-	increase their academic growth as	academic support to access the curriculum, the school can
		Education Services or English Learner	needed after school training. Continue to	measured by the KAP assessments. 92% of	monitor growth and response to the interventions in these
		services. Avondale has a low chronic	fund 2 FTE School Improvement Specialists	-	subgroups.
			and 1 FTE Ci3T Coordinator. Continue to	assessment. In 2-4 years, 45% of students	
		, 0	fund .50 FTE Mental Health Liaison (.25 At	scoring a level 1 will increase their KAP	
		student population is not static by	Risk/.75 MHIT grant), 1 FTE Learning Loss	score performance by one or more level (s)	
		design, but this creates challenges in	Para and 1 FTE Mental Health Mentor	in both reading and math. In 1-3 years,	
		establishing a sense of community. It	(ESSER).	15% of students scoring a level 2 will	
		can be difficult to engage with families at		increase their KAP score performance by	
		times.		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 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 2029.	

Capital City	7-12,NG	Capital City receives Comprehensive	Continue to fund special education	All students, including transient students	By addressing each KAP level separately, it is believed that
School	,	Support for Improvement for graduation	teaching staff at an increased student to	in attendance for less than five years, will	the district can more clearly demonstrate growth and
School		rate. Capital City is a unique building	teacher to student ratio of 4.5:1. Continue	be monitored and provided with	response to intervention at each tier. Additionally, by
		serving high needs special education	to fund para to teacher ratio of 3.75/	instruction and interventions which will	focusing on the two subgroups which need the most
		students who a need smaller setting.	:1.Continue to ensure staff/student ratio	increase their academic growth as	academic support to access the curriculum, the school can
		100% of students require Special	for mental health and EL staff is	_	monitor growth and response to the interventions in these
		Education Services. 3% of students also	equitable. Continue to use funds to Play	students score Level 1 and 2 on their KAP	subgroups.
		need English Learner services. Capital	for staff to attend any needed after school	assessment. In 2-4 years, 30% of students	
		CIty has a special needs index of 2.60.	training. Continue to fund 2 FTE School	scoring a level 1 will increase their KAP	
		Capital City has a chronic absenteeism	Improvement Specialists and 1 FTE Ci3T	score performance by one or more level (s)	
		rate of 50%, a mobility rate of 62%, a	Coordinator. Continue to fund .50 FTE	in both reading and math. In 1-3 years,	
		LOW SES rate of 85%, a graduation rate	Mental Health Liaison (.25 At Risk/.75	15% of students scoring a level 2 will	
		of 89.5% as well as a drop out rate of	MHIT grant), 1 FTE Learning Loss Para and	increase their KAP score performance by	
		3.8%. Although not insurmountable, the	1 FTE Mental Health Mentor (ESSER).	one more level in both reading and math.	
		student population's high behavioral and		In 1-3 years, 5% of students scoring a level	
		social emotional needs are added		3 will improve their KAP score	
		barriers to student achievement. It can		performance to level 4 in both reading and	
		be difficult to engage with families at		math. In 2-4 years, the percentage of	
		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 2029.	

Chase	6-8	The building special needs index is 1.52.	Continue to fund 1 FTE instructional coach	All students, including transient students	By addressing each KAP level separately, it is believed that
		34% of students require either Special	through ESSER funding, 1 FTE Dean of	in attendance for less than five years, will	the district can more clearly demonstrate growth and
		Education Services or English Learner	Students and 1 FTE interventionist.	be monitored and provided with	response to intervention at each tier. Additionally, by
		services. Chase has a 33% chronic	Continue to ensure staff/student ratio for	instruction and interventions which will	focusing on the two subgroups which need the most
		absenteeism rate. Providing	mental health/EL/SPED staff is equitable.	increase their academic growth as	academic support to access the curriculum, the school can
		transportation to after school and	Continue to use funds to Play for staff to	measured by the KAP assessments. 88% of	monitor growth and response to the interventions in these
		summer school would improve access,	attend any needed after school training	students score Level 1 and 2 on their KAP	subgroups.
		however the bus driver shortage has	such as continuous AVID training.	assessment. In 2-4 years, 30% of students	
		impacted the ability to provide	Continue to fund 2 FTE School	scoring a level 1 will increase their KAP	
		transportation to/from these programs.	Improvement Specialists and 1 FTE Ci3T	score performance by one or more level (s)	
		Additionally our students show risk for	Coordinator. Continue to fund .50 FTE	in both reading and math. In 1-3 years,	
		social emotional concerns. Additionally	Mental Health Liaison (.25 At Risk/.75	15% of students scoring a level 2 will	
		Chase is located in an isolated	MHIT grant), 1 FTE Learning Loss Para and	increase their KAP score performance by	
		neighborhood which lacks many	1 FTE Mental Health Mentor (ESSER).	one more level in both reading and math.	
		resources. Students are also transient		In 1-3 years, 3% of students scoring a level	
		and experience poverty as evidenced by a		3 will improve their KAP score	
		mobility of rate of 28% and a low SES		performance to level 4 in both reading and	
		percentage of 93%.It can be difficult to		math. In 2-4 years, the percentage of	
		engage with families at times.		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 2029.	

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Eisenhower 6	5-8	Eisenhower receives intensive support	Add 1 FTE Assistant principal, 1 FTE Dean	All students, including transient students	By addressing each KAP level separately, it is believed that
		for improvement. The building special	of Students, and 1 FTE SPED Consulting	in attendance for less than five years, will	the district can more clearly demonstrate growth and
		needs index is 1.59. 45% of students	Teachers. Continue to fund 1 FTE	be monitored and provided with	response to intervention at each tier. Additionally, by
		require either Special Education Services	instructional coach, 1 FTE interventionists	instruction and interventions which will	focusing on the two subgroups which need the most
		or English Learner services. Eisenhower	and 1 FTE learning loss para through	increase their academic growth as	academic support to access the curriculum, the school can
		has 38% chronic absenteeism rate.	ESSER funding, .50 FTE Dean of Students	measured by the KAP assessments. 92% of	monitor growth and response to the interventions in these
		Providing transportation to after school	and 1 FTE interventionist. Continue to	students score Level 1 and 2 on their KAP	subgroups.
		and summer school would improve	ensure staff/student ratio for mental	assessment.In 2-4 years, 55% of students	
		access, however the bus driver shortage	health/EL/SPED staff is equitable. Continue	scoring a level 1 will increase their KAP	
		has impacted the ability to provide	to use funds to Play for staff to attend any	score performance by one or more level in	
		transportation to/from these programs.	needed after school training. Continue to	both reading and math. In 1-3 years, 20%	
		Additionally our students show risk for	fund 2 FTE School Improvement Specialists		
			and 1 FTE Ci3T Coordinator. Continue to	their KAP score performance by one more	
		also transient and experience poverty as	fund .50 FTE Mental Health Liaison (.25 At	level in both reading and math. In 1-3	
		evidenced by a mobility of rate of 25%	Risk/.75 MHIT grant), 1 FTE Learning Loss	years,5% of students scoring a level 3 will	
		and a low SES percentage of 90%. It can	Para, 1 FTE Mental Health interventionist	improve their KAP score performance to	
		be difficult to engage with families at	and 1 FTE Mental Health Mentor (ESSER).	level 4 in both reading and math. In 2-4	
		times.		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 2029.	

French	6-8	The building special needs index is 1.11.	Continue to fund 1 FTE instructional coach.	All students, including transient students	By addressing each KAP level separately, it is believed that
		30% of students require either Special	1 FTE mental health mentor and 1 FTE	in attendance for less than five years, will	the district can more clearly demonstrate growth and
		Education Services or English Learner	learning loss paraj through ESSER funding,	be monitored and provided with	response to intervention at each tier. Additionally, by
		services. French has 15% chronic	and 1 FTE interventionist. Continue to	instruction and interventions which will	focusing on the two subgroups which need the most
		absenteeism rate. Providing	ensure staff/student ratio for mental	increase their academic growth as	academic support to access the curriculum, the school can
		transportation to after school and	health/EL/SPED staff is equitable. Continue	measured by the KAP assessments. 76% of	monitor growth and response to the interventions in these
		summer school would improve access,	to use funds to Play for staff to attend any	students score Level 1 and 2 on their KAP	subgroups.
		however the bus driver shortage has	needed after school training. Continue to	assessment. In 2-4 years, 15% of students	
		impacted the ability to provide	fund and 1 FTE Ci3T Coordinator.	scoring a level 1 will increase their KAP	
		transportation to/from these programs.		score performance by one or more level in	
		Students are also transient and		both reading and math. In 1-3 years, 25%	
		experience poverty as evidenced by a		of students scoring a level 2 will increase	
		mobility of rate of 21% and a low SES		their KAP score performance by one more	
		percentage of 69%. It can be difficult to		level in both reading and math. In 1-3	
		engage with families at times.		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 2029.	

Highland	K-5	HPC receives comprehensive support for	Added 1 FTE Interventionist (ESSER),	All students, including transient students	By addressing each KAP level separately, it is believed that
Park		improvement. Many students at HPC face	Continue to fund 1 FTE Assistant Principal,	in attendance for less than five years, will	the district can more clearly demonstrate growth and
Central		significant challenges. The building	1.0 interventionists, and 1.0 FTE	be monitored and provided with	response to intervention at each tier. Additionally, by
••••••		special needs index is 1.57, 43% of	instructional coach. Continue to ensure	instruction and interventions which will	focusing on the two subgroups which need the most
		students require either Special Education	staff/student ratio for mental	increase their academic growth as	academic support to access the curriculum, the school can
		Services or English Learner services.	health/EL/SPED staff is equitable. Continue	measured by the KAP assessments. 93% of	monitor growth and response to the interventions in these
		Families struggle to provide	to use funds to Play for staff to attend any	students score Level 1 and 2 on their KAP	subgroups.
		transportation for students. Providing	needed after school training. Continue to	assessment. In 2-4 years, 45% of students	
		transportation to after school and	fund 2 FTE School Improvement Specialists	scoring a level 1 will increase their KAP	
		summer school would improve access,	and 1 FTE Ci3T Coordinator. Continue to	score performance by one or more level in	
		however the bus driver shortage has	fund .50 FTE Mental Health Liaison (.25 At	both reading and math. In 1-3 years, 30%	
		impacted the ability to provide	Risk/.75 MHIT grant), 1 FTE Learning Loss	of students scoring a level 2 will increase	
		transportation to/from these programs.	Para and 1 FTE Mental Health Mentor	their KAP score performance by one more	
		Additionally our students show	(ESSER).	level in both reading and math. In 1-3	
		significant risk for social emotional		years,3% of students scoring a level 3 will	
		concerns. HPC students are also very		improve their KAP score performance to	
		transient as evidenced by a mobility of		level 4 in both reading and math. In 2-4	
		rate of 42%, well above the district		years, the percentage of students special	
		average of 29%. experience poverty		education and EL students achieving a	
		evidenced by a 93% low SES population.It		level 2, 3 or 4 will on both the KAP reading	
		can be difficult to engage with families at		and math assessments will increase by	
		times.		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 2029.	

Highland	9-12	Highland Park High School receives	Add 1. FTE Dean of Students. Continue to	All students, including transient students	By addressing each KAP level separately, it is believed that
Park High		comprehensive improvement support.	fund 1 FTE instructional coach through	in attendance for less than five years, will	the district can more clearly demonstrate growth and
School		The building special needs index is 1.43.	ESSER funding, 1 FTE College and Career	be monitored and provided with	response to intervention at each tier. Additionally, by
5611001		40% of students require either Special	Advocate, 2 FTE interventionists. Continue	instruction and interventions which will	focusing on the two subgroups which need the most
		Education Services or English Learner	to ensure staff/student ratio for mental	increase their academic growth as	academic support to access the curriculum, the school can
		services. HPHS has a 40% chronic	health/EL/SPED staff is equitable. Continue	measured by the KAP assessments. 94% of	monitor growth and response to the interventions in these
		absenteeism rate, almost double the	to use funds to Play for staff to attend any	students score Level 1 and 2 on their KAP	subgroups.
		district average. Students are also	needed after school training. Continue to	assessment. In 2-4 years, 45% of students	
		transient and experience poverty as	fund 2 FTE School Improvement Specialists	scoring a level 1 will increase their KAP	
		evidenced by a mobility of rate of 28%	and 1 FTE Ci3T Coordinator. Continue to	score performance by one or more level in	
			fund .50 FTE Mental Health Liaison (.25 At	both reading and math. In 1-3 years, 30%	
		be difficult to engage with families at	Risk/.75 MHIT grant), 1 FTE Learning Loss	of students scoring a level 2 will increase	
		times.	Para and 1 FTE Mental Health Mentor	their KAP score performance by one more	
			(ESSER).	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 2029.	

Норе	9-12	Hope Street Academy is a unique building	Continue to fund .25 FTE instructional	All students, including transient students	By addressing each KAP level separately, it is believed that
Street			coach using ESSER funds. Continue to fund	in attendance for less than five years, will	the district can more clearly demonstrate growth and
Academy		-	a teacher to student ratio of 6:1 using at	be monitored and provided with	response to intervention at each tier. Additionally, by
Academy		needs index is 1.40. 12% of students	risk funding. Continue to ensure	instruction and interventions which will	focusing on the two subgroups which need the most
		require either Special Education Services	staff/student ratio for mental	increase their academic growth as	academic support to access the curriculum, the school can
		or English Learner services. Students are	health/EL/SPED staff is equitable. Continue	measured by the KAP assessments. 90% of	monitor growth and response to the interventions in these
			to use funds to Play for staff to attend any	students score Level 1 and 2 on their KAP	subgroups.
		evidenced by a higher than district	needed after school training. Continue to	assessment.In 2-4 years,45% of students	
		average mobility of rate of 44% and a	fund 2 FTE School Improvement Specialists	scoring a level 1 will increase their KAP	
		low SES percentage of 81%. It can be	and 1 FTE Ci3T Coordinator. Continue to	score performance by one or more level in	
		difficult to engage with families at times.	fund .50 FTE Mental Health Liaison (.25 At	both reading and math. In 1-3 years, 30%	
			Risk/.75 MHIT grant), 1 FTE Learning Loss	of students scoring a level 2 will increase	
			Para75 FTE School Coordinator.	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 2029.	

Jardine	K-5,PK	The building special needs index is 1.28.	Added 1 FTE Assistant Principal. Continue	All students, including transient students	By addressing each KAP level separately, it is believed that
Elementary	(w/IEP),PK		to fund 1 FTE Dean of Students, 3.0	in attendance for less than five years, will	the district can more clearly demonstrate growth and
,	,PKAR (3	Education Services or English Learner	interventionists, 1 FTE Steam Coach, and	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO),PKAR	services. Some families struggle to	.7 FTE instructional coach. Continue to	instruction and interventions which will	focusing on the two subgroups which need the most
	(4 YO)	provide transportation for students.	ensure staff/student ratio for mental	increase their academic growth as	academic support to access the curriculum, the school can
		Providing transportation to would	health/EL/SPED staff is equitable. Continue	measured by the KAP assessments. 79% of	monitor growth and response to the interventions in these
		improve access, however the bus driver	to use funds to Play for staff to attend any	students score Level 1 and 2 on their KAP	subgroups.
		shortage has impacted the ability to	needed after school training. Continue to	assessment. In 2-4 years,25% of students	
		provide transportation. Additionally our	fund 2 FTE School Improvement Specialists	scoring a level 1 will increase their KAP	
		students show risk for social emotional	and 1 FTE Ci3T Coordinator. Continue to	score performance by one or more level in	
		concerns. JES students are also transient	fund .50 FTE Mental Health Liaison (.25 At	both reading and math. In 1-3 years, 15%	
		as evidenced by a mobility of rate of 22%	Risk/.75 MHIT grant), 1 FTE Learning Loss	of students scoring a level 2 will increase	
		and experience poverty evidenced by a	Para and 1.5 FTE Mental Health Mentor	their KAP score performance by one more	
		79% low SES population. It can be	(ESSER).	level in both reading and math. In 1-3	
		difficult to engage with families at times.		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 2029.	

Jardine	6-8	The building special needs index is 1.36.	Continue to fund 1 FTE instructional coach	All students, including transient students	By addressing each KAP level separately, it is believed that
	0-0	36% of students require either Special	and 1 FTE interventionist. Continue to	in attendance for less than five years, will	the district can more clearly demonstrate growth and
Middle		Education Services or English Learner	ensure staff/student ratio for mental	be monitored and provided with	response to intervention at each tier. Additionally, by
		services. JMS has 20% chronic	health/EL/SPED staff is equitable. Continue	instruction and interventions which will	focusing on the two subgroups which need the most
		absenteeism rate. Students are also	to use funds to Play for staff to attend any	increase their academic growth as	
				_	academic support to access the curriculum, the school can
		transient and experience poverty as	needed after school training. Continue to	-	monitor growth and response to the interventions in these
		evidenced by a mobility of rate of 25%	fund 2 FTE School Improvement Specialists		subgroups.
		and a low SES percentage of 78%. It can	and 1 FTE Ci3T Coordinator. Continue to	assessment. In 2-4 years, 25% of students	
		be difficult to engage with families at	fund 2 FTE School Improvement Specialists	-	
		times.	and 1 FTE Ci3T Coordinator. Continue to	score performance by one or more level in	
			fund .50 FTE Mental Health Liaison (.25 At	both reading and math. In 1-3 years, 20%	
			Risk/.75 MHIT grant), 1 FTE Learning Loss	of students scoring a level 2 will increase	
			Para and 1 FTE Mental Health Mentor	their KAP score performance by one more	
			(ESSER).	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 2029.	

Landon	6-8	The building special needs index is 1.14. 29% of students require either Special Education Services or English Learner services LMS has 26% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 27% and a low SES percentage of 68%. 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 Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.	measured by the KAP assessments. 82% of students score Level 1 and 2 on their KAP	subgroups.
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Lowman	K-5,PK	Lowman Hill received Target Assisted	Continue to fund 1 FTE instructional coach	All students, including transient students	By addressing each KAP level separately, it is believed that
Hill	(w/IEP),PK	Support. The building special needs	through ESSER funding, and 1 FTE	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	<i>,</i> PKAR (4	index is 1.75, the second highest	interventionist. Continue to ensure	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO)	elemenary rate. 40% of students require	staff/student ratio for mental	instruction and interventions which will	focusing on the two subgroups which need the most
		either Special Education Services or	health/EL/SPED staff is equitable. Continue	increase their academic growth as	academic support to access the curriculum, the school can
		English Learner services. Families	to use funds to Play for staff to attend any	measured by the KAP assessments. 81% of	monitor growth and response to the interventions in these
		struggle to provide transportation for	needed after school training. Continue to	students score Level 1 and 2 on their KAP	subgroups.
		students as evidenced by a 20% chronic	fund 2 FTE School Improvement Specialists	assessment. In 2-4 years, 25% of students	
		absenteeism rate. Providing	and 1 FTE Ci3T Coordinator, as well as 1	scoring a level 1 will increase their KAP	
		transportation to after school and	FTE Mental Health Mentor and 1 FTE	score performance by one or more level in	
		summer school would improve	Learning loss para (ESSER).	both reading and math. In 1-3 years, 20%	
		outcomes, however the bus driver		of students scoring a level 2 will increase	
		shortage has impacted the ability to		their KAP score performance by one more	
		provide transportation to/from these		level in both reading and math. In 1-3	
		programs. Additionally our students		years 5% of students scoring a level 3 will	
		show significant risk for social		improve their KAP score performance to	
		emotional concerns. The 2022-2023		level 4 in both reading and math. In 2-4	
		documents that 26 students received		years, the percentage of students special	
		in-school therapy; 20 students were		education and EL students achieving a	
		receiving out of school therapy and we		level 2, 3 or 4 will on both the KAP reading	
		had a wait list with 10-15 more to		and math assessments will increase by	
		recommended to receive therapy. LH		35%. Realizing that Topeka Public	
		students are also very transient and		School's high mobility rate impacts KAP	
		experience poverty as evidenced by a		performance rates , a realistic goal is	
		mobility of rate of 23% and a low SES		that all students who have been in our	
		percentage of 88%		district at least five years will score a	
				level 3 or 4 in both math and reading KAP	
				tests by 2029.	

MaCautau		The building energial needs index is 1.25	Continue to fund 1 FTF instructional casch	All students, including transient students	Dy addressing each KAD level constately it is believed that
McCarter	K-5,PK	The building special needs index is 1.25	Continue to fund 1 FTE instructional coach,	-	By addressing each KAP level separately, it is believed that
		31% of students require either Special	2 FTE interventionists.Continue to ensure	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	,PKAR (4	Education Services or English Learner	staff/student ratio for mental	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO)	services. McCarter has a 8.1% chronic	health/EL/SPED staff is equitable. Continue		focusing on the two subgroups which need the most
		absenteeism rate.McCarter students are	-	increase their academic growth as	academic support to access the curriculum, the school can
		transient and experience poverty as	needed after school training. Continue to	-	monitor growth and response to the interventions in these
		evidenced by a mobility of rate of 20%			subgroups.
		and a low SES percentage of 76%.	and 1 FTE Ci3T Coordinator as well as 1	assessment. In 2-4 years, 10% of students	
			FTE Learning Loss Para and 1 FTE Mental	scoring a level 1 will increase their KAP	
			Health Mentor (ESSER).	score performance by one or more level in	
				both reading and math. In 1-3 years, 30%	
				of students scoring a level 2 will increase	
				their KAP score performance by one more	
				level in both reading and math. In 1-3	
				years 3% of students scoring a level 3 will	
				improve their KAP score performance to	
				level 4 in both reading and math. In 2-4	
				years, the percentage of students special	
				education and EL students achieving a	
				level 2, 3 or 4 will on both the KAP reading	
				and math assessments will increase by	
				35%. Realizing that Topeka Public	
				School's high mobility rate impacts KAP	
				performance rates , a realistic goal is	
				that all students who have been in our	
				district at least five years will score a	
				level 3 or 4 in both math and reading KAP	
				tests by 2029.	

McClure	K-5,PK	The building special needs index is 1.31.	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that
meenare		28% of students require either Special	1.5 FTE interventionists. Continue to	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	,PKAR (4	Education Services or English Learner	ensure staff/student ratio for mental	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO)	services. McClure has a 24% chronic	health/EL/SPED staff is equitable. Continue	•	focusing on the two subgroups which need the most
		absenteeism rate.		increase their academic growth as	academic support to access the curriculum, the school can
		McClure students are transient and	needed after school training. Continue to	measured by the KAP assessments. 58% of	monitor growth and response to the interventions in these
		experience poverty as evidenced by a	fund 2 FTE School Improvement Specialists	-	subgroups.
		mobility of rate of 26% and a low SES	and 1 FTE Ci3T Coordinator.	assessment. In 2-4 years, 15% of students	300Broups.
		percentage of 71%.		scoring a level 1 will increase their KAP	
				score performance by one or more level in	
				both reading and math. In 1-3 years, 30%	
				of students scoring a level 2 will increase	
				their KAP score performance by one more	
				level in both reading and math. In 1-3	
				years 3% of students scoring a level 3 will	
				improve their KAP score performance to	
				level 4 in both reading and math. In 2-4	
				-	
				years, the percentage of students special education and EL students achieving a	
				_	
				level 2, 3 or 4 will on both the KAP reading	
				and math assessments will increase by	
				35%. Realizing that Topeka Public	
				School's high mobility rate impacts KAP	
				performance rates, a realistic goal is	
				that all students who have been in our	
				district at least five years will score a	
				level 3 or 4 in both math and reading KAP	
				tests by 2029.	

 (w/EP).PK (w/EP).PK (w/EP).PK (w/EP).PK (w/EP).PK (a the damp row lease the stand for the stand stand	McEachron	K-5,PK	The building special needs index is	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that
PKAR (4) YO)Special Education Services. McEachron Staff/student ratio for mental heas a 18% chronic absenteeism rate. McEachron students are transient and experience poverty as evidenced by a mobility of rate of 30% and a low SES percentage of 73%.staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend and increase their academic growth as measured by the KAP assessments. 64% of measured by the KAP assessments. 64% of mositor growth and response to the interventions in the scoring a level 1 and 2 on their KAP assessment. In 2-4 years, 25% of student scoring a level 1 will increase their Academic growth and response to the interventions in the staff/student score level on both reading and math. In 1-3 years 3% of students scoring a level 2 will increase their KAP score performance to level in both reading and math. In 1-3 years 3% of student scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years 3% of student scoring a level 3 will improve their KAP score performance to level 1 and to noth the RAP rading and math. In 2-4 years 3% of students scoring a level 3 will improve their KAP score performance to level 1 and to noth the RAP rading and math. In 2-4 years 3% of student scoring a level 3 will improve their KAP score performance to level 1 and to noth the RAP rading and math. In 2-4 years, 25% 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 score level 3 will improve their KAP reading and math assessments will increase by 35%. Realing that TopeA Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at less	melaemon				_	
YO)has a 13% chronic absenteeism rate. McEachron students are transient and mobility of rate of 30% and a low SES percentage of 73%.health/EL/SPED staff is equitable. Continue to to use funds to Play for staff to attend any moded after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE GI3T Coordinator as well as 1 TE Mental health mentor and 1 FTE Learning Loss para (ESSER).instruction and interventions which will increase their academic growth as mostor growth and response to the interventions in the subgroups.focusing on the two subgroups which need the most academic support to access the curriculum, the school monitor growth and response to the interventions in the subgroups.YO)has a 13% chronic absenteeism rate. McEachron students are transient and mobility of rate of 30% and a low SES percentage of 73%.health/EL/SPED staff is equitable. Continue to fund 2 FTE School Improvement Specialists and 1 FTE GI3T Coordinator as well as 1 scoring a level 1 will increase their KAP score performance by one more level 1 will increase their KAP score performance to 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 achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topka Public School's high mobility rate impacts KAP performance tast, are realistic goal is that all students who have been in our district at least five years will score a			-		-	
McEachron students are transient and experience poverty as evidenced by a mobility of rate of 30% and a low SES percentage of 73%.			-		•	
experience poverty as evidenced by a mobility of rate of 30% and a low SES percentage of 73%. needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator as well as is Students score level 1 and 2 on their KAP assessment. 10: 24 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 monitor growth and response to the interventions in the subgroups. west with in the state of the s		,		-		
mobility of rate of 30% and a low SES percentage of 73%.fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator as well as 1 at 1 FTE Ci3T Coordinator as well as 1 and 1 FTE Ci3T Coordinator as well as 1 art Mental health mentor and 1 FTE learning Loss para (ESSER).students score Level 1 and 2 on their KAP assesment. In 2-4 years, 25% of students 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 eduction and E. 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 asubgroups.				-	_	
percentage of 73%.and 1 FTE Ci3T Coordinator as well as 1 FTE Mental health mentor and 1 FTE Learning Loss para (ESSER).assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a					-	
FTE Mental health mentor and 1 FTE 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 scoring a level 3 will education and EL students achieving a level 2, 3 or 4 will on both the KAP 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			-			
Learning Loss para (ESSER). 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 will score a					-	
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					-	
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 levve 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						
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 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					-	
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						
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 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					-	
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						
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 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						
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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					-	
performance rates, a realistic goal is that all students who have been in our district at least five years will score a						
that all students who have been in our district at least five years will score a						
district at least five years will score a					-	
tests by 2029.						

Meadows	K-5,PK	The building special needs index is 1.65	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that
	(w/IEP),PK	which is the 3rd highest elementary	2 FTE interventionists.Continue to ensure	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	,PKAR (3	school index. 38% of students require	staff/student ratio for mental	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO),PKAR	either Special Education Services or	health/EL/SPED staff is equitable. Continue	instruction and interventions which will	focusing on the two subgroups which need the most
	(4 YO)	English Learner services. Meadows has a	to use funds to Play for staff to attend any	increase their academic growth as	academic support to access the curriculum, the school can
		23% chronic absenteeism rate. and	needed after school training. Continue to	measured by the KAP assessments. 71% of	monitor growth and response to the interventions in these
		Meadows students are transient and	fund 2 FTE School Improvement Specialists	students score Level 1 and 2 on their KAP	subgroups.
		experience poverty as evidenced by a	and 1 FTE Ci3T Coordinator. Continue to	assessment. In 2-4 years, 15% of students	
		high mobility of rate of 48% and a low	fund .50 FTE Mental Health Liaison (.25 At	scoring a level 1 will increase their KAP	
		SES percentage of 85%	Risk/.75 MHIT grant), 1 FTE Learning Loss	score performance by one or more level in	
			Para and 1 FTE Mental Health Mentor	both reading and math. In 1-3 years, 25%	
			(ESSER).	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 2029.	

Pine Ridge	РК	Pine Ridge Prep has a 37% chronic	Continue to ensure staff/student ratio for	All students will be assessed regularly	By year five (2026-2027 school year) of the accreditation
Prep		absenteeism rate. Students experience	mental health/EL/SPED staff is equitable.	using Mastery Connect, myIGDI, ASQ-3,	cycle, 80% of preschool students will score in Tier 1 on the
		poverty as evidenced by a low SES	Continue to use funds to Play for staff to	and COR Advantage.	letter sound ID and 80% of preschool students will score in
		percentage of 100%. Transportation is a	attend any needed after school training.		Tier 1 on the 1:1 correspondence on the Spring MyIGDIs
		barrier facing our families.	Continue to fund 2 FTE School		assessment.
			Improvement Specialists and 1 FTE Ci3T		
			Coordinator. Continue to fund 1 FTE		By year five (2026-2027 school year) of the accreditation
			Learning Loss Para and .5 FTE Mental		cycle, TPS preschool students will demonstrate retention of
			Health Mentor (ESSER).		numeracy skills by 80% of students scoring average or
					better on the Fall kindergarten MAP assessment.
					By year five (2026-2027 school year) of the accreditation
					cycle, TPS preschool students will demonstrate retention of
					literacy skills by 80% of students scoring average or better
					on the Fall kindergarten MAP assessment.

Quincy	K-5,PK	The building special needs index is 1.76	Continue to fund 1 FTE instructional	All students, including transient students	By addressing each KAP level separately, it is believed that	
	(w/IEP),PK	the highest of all elementary schools.	coach/dean of students and 1 FTE	in attendance for less than five years, will	the district can more clearly demonstrate growth and	
	,PKAR (4	43% of students require either Special	interventionist. Continue to ensure	be monitored and provided with	response to intervention at each tier. Additionally, by	
	YO)	Education Services or English Learner	staff/student ratio for mental	instruction and interventions which will	focusing on the two subgroups which need the most	
		services. Families struggle to provide	health/EL/SPED staff is equitable. Continue	increase their academic growth as	academic support to access the curriculum, the school can	
		transportation for students as evidenced	to use funds to Play for staff to attend any	measured by the KAP assessments. 78% of	monitor growth and response to the interventions in these	
		by an 26% chronic absenteeism rate.	needed after school training. Continue to	students score Level 1 and 2 on their KAP	subgroups.	
		Providing transportation to after school	fund 2 FTE School Improvement Specialists	assessment In 2-4 years, 20% of students		
		and summer school would improve	and 1 FTE Ci3T Coordinator. Continue to	scoring a level 1 will increase their KAP		
		access, however the bus driver shortage	fund .50 FTE Mental Health Liaison (.25 At	score performance by one or more level in		
		has impacted the ability to provide	Risk/.75 MHIT grant), 1 FTE Learning Loss	both reading and math. In 1-3 years, 25%		
		transportation to/from these programs.	Para and 1 FTE Mental Health Mentor	of students scoring a level 2 will increase		
		Additionally our students show risk for	(ESSER).	their KAP score performance by one more		
		social emotional concerns. Additionally		level in both reading and math. In 1-3		
		Quincy is located in a an area close to		years, 5% of students scoring a level 3 will		
		the homeless shelter and many students		improve their KAP score performance to		
		are served by the shelter. Students are		level 4 in both reading and math. In 2-4		
		also transient and experience poverty as		years, the percentage of special education		
		evidenced by an incredibly high mobility		and EL students achieving a level 2, 3 or 4		
		of rate of 63%, more than twice the		will on both the KAP reading and math		
		district average and a low SES percentage		assessments will increase by 35%.		
		of 95%. It can be difficult to engage with		Realizing that Topeka Public School's high		
		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 2029.		

Randolph	K-5,PK	The building special needs index is 1.31.	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that	
	(w/IEP),PK	32% of students require either Special	1.5 FTE interventionists.Continue to ensure		the district can more clearly demonstrate growth and	
	,PKAR (3	Education Services or English Learner		be monitored and provided with	response to intervention at each tier. Additionally, by	
	YO),PKAR	services. Randolph has a 26% chronic	health/EL/SPED staff is equitable. Continue		focusing on the two subgroups which need the most	
	(4 YO)	-	to use funds to Play for staff to attend any		academic support to access the curriculum, the school can	
	(,	are transient and experience poverty as	needed after school training. Continue to	-	monitor growth and response to the interventions in these	
		evidenced by a high mobility of rate of	fund 2 FTE School Improvement Specialists	-	subgroups.	
		29% and a low SES percentage of 75%.	and 1 FTE Ci3T Coordinator as well as 1	assessment. In 2-4 years, 20% of students		
			FTE mental health mentor and 1 FTE	scoring a level 1 will increase their KAP		
			Learning loss para.	score performance by one or more level in		
			5	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 2029.		

Robinson	6-8	The building special needs index is 1.52,	Continue to fund 1 FTE instructional coach	All students, including transient students	By addressing each KAP level separately, it is believed that
		the second highest middle school index.	through ESSER funding, 1 FTE	in attendance for less than five years, will	the district can more clearly demonstrate growth and
		33% of students require either Special	interventionist and 1 FTE Dean of	be monitored and provided with	response to intervention at each tier. Additionally, by
		Education Services or English Learner	Students/Behavior coach. Continue to	instruction and interventions which will	focusing on the two subgroups which need the most
		services.Robinson has 30% chronic	ensure staff/student ratio for mental	increase their academic growth as	academic support to access the curriculum, the school can
		absenteeism rate. Providing	health/EL/SPED staff is equitable. Continue	-	monitor growth and response to the interventions in these
		transportation to after school and	to use funds to Play for staff to attend any	students score Level 1 and 2 on their KAP	subgroups.
		summer school would improve access,	needed after school training. Continue to	assessment. In 2-4 years, 30% of students	
		however the bus driver shortage has	fund 2 FTE School Improvement Specialists	-	
		impacted the ability to provide	and 1 FTE Ci3T Coordinator. Continue to	score performance by one or more level in	
		transportation to/from these programs.	fund .50 FTE Mental Health Liaison (.25 At	both reading and math. In 1-3 years, 25%	
		Additionally our students show risk for	Risk/.75 MHIT grant), 1 FTE Learning Loss	of students scoring a level 2 will increase	
		-	Para and 1 FTE Mental Health Mentor	their KAP score performance by one more	
		Robinson is located in a neighborhood	(ESSER).	level in both reading and math. In 1-3	
		which lacks many resources. Students		years, 3% of students scoring a level 3 will	
		are also transient and experience		improve their KAP score performance to	
		poverty as evidenced by a mobility of		level 4 in both reading and math. In 2-4	
		rate of 43% and a low SES percentage of		years, the percentage of special education	
		84%. It can be difficult to engage with		and EL students achieving a level 2, 3 or 4	
		families at times.		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 2029.	

Ross	K-5,PK	Ross receives Intensive support. Many	Added additional an additional	All students, including transient students	By addressing each KAP level separately, it is believed that
	(w/IEP),PK	students at Ross face significant	instructional coach, mental health mentor	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	,PKAR (3	challenges. The building special needs	and 1 dean of students. Continue to fund 1	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO),PKAR	index is 1.75, tied for the second highest	additional administration staff FTE, 1	instruction and interventions which will	focusing on the two subgroups which need the most
	(4 YO)	elementary school index.49% of students	additional FTE Dean of Students for a total	increase their academic growth as	academic support to access the curriculum, the school can
		require either Special Education Services	of 2 FTEs. Ensure funding for 2 FTE	measured by the KAP assessments. 91% of	monitor growth and response to the interventions in these
		or English Learner services. Ross	Interventionists and instructional coach.	students score Level 1 and 2 on their KAP	subgroups.
		receives comprehensive support for	Continue to ensure staff/student ratio for	assessment. In 2-4 years, 45% of students	
		school improvement, the only elementary	mental health/EL/SPED staff is equitable.	scoring a level 1 will increase their KAP	
		school in the district with that	Continue to use funds to Play for staff to	score performance by one or more level in	
		designation. Families struggle to provide	attend any needed after school training.	both reading and math. In 1-3 years, 30%	
		transportation for students. This is	Continue to fund 2 FTE School	of students scoring a level 2 will increase	
		evidenced in the school's chronic	Improvement Specialists and 1 FTE Ci3T	their KAP score performance by one more	
		absenteeism rate of 26%. Providing	Coordinator. Continue to fund .50 FTE	level in both reading and math. In 1-3	
		transportation to after school and	Mental Health Liaison (.25 At Risk/.75	years,3% of students scoring a level 3 will	
		summer school would improve access,	MHIT grant), 1 FTE Learning Loss Para and	improve their KAP score performance to	
		however the bus driver shortage has	2 FTE Mental Health Mentor (ESSER).	level 4 in both reading and math. In 2-4	
		impacted the ability to provide		years, the percentage of students special	
		transportation to/from these programs.		education and EL students achieving a	
		Additionally our students show		level 2, 3 or 4 will on both the KAP reading	
		significant risk for social emotional		and math assessments will increase by	
		concerns. Ross students are also very		35%. Realizing that Topeka Public	
		transient and experience poverty		School's high mobility rate impacts KAP	
		evidenced by a mobility of rate of 34%		performance rates , a realistic goal is	
		and a 91% low SES percentage, the		that all students who have been in our	
		second highest in the district. It can be		district at least five years will score a	
		difficult to engage with families at times.		level 3 or 4 in both math and reading KAP	
				tests by 2029.	

Scott	K-5,PK	The building special needs index is 1.53.	Continue to fund 1 FTE instructional coach	All students, including transient students	By addressing each KAP level separately, it is believed that
	-	60% of students require either Special	and 1 FTE Dual Language Coordinator, and		the district can more clearly demonstrate growth and
	,PKAR (4	Education Services or English Learner	3 FTE interventionists. Continue to ensure	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO)	services.Scott has an 10% chronic	staff/student ratio for mental	instruction and interventions which will	focusing on the two subgroups which need the most
	,	absenteeism rate. Students are also	health/EL/SPED staff is equitable. Continue		academic support to access the curriculum, the school can
		transient and experience poverty as	to use funds to Play for staff to attend any	measured by the KAP assessments. 79% of	monitor growth and response to the interventions in these
		evidenced by a mobility of rate of 11%,	needed after school training. Continue to	students score Level 1 and 2 on their KAP	subgroups.
		and a low SES percentage of 87%.	fund 2 FTE School Improvement Specialists		
			and 1 FTE Ci3T Coordinator as well as 1	scoring a level 1 will increase their KAP	
			FTE Mental Health Mentor and 1 FTE	score performance by one or more level in	
			learning loss para (ESSER).	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 2029.	

Shaner	РК	20% of students require Special Education Services. Shaner has an 30% chronic absenteeism rate.	Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 1 FTE Learning Loss Para and .5 FTE Mental Health Mentor (ESSER).	using Mastery Connect, myIGDI, ASQ-3, and COR Advantage.	By year five (2026-2027 school year) of the accreditation cycle, 80% of preschool students will score in Tier 1 on the letter sound ID and 80% of preschool students will score in Tier 1 on the 1:1 correspondence on the Spring MyIGDIs assessment. By year five (2026-2027 school year) of the accreditation cycle, TPS preschool students will demonstrate retention of numeracy skills by 80% of students scoring average or better on the Fall kindergarten MAP assessment. By year five (2026-2027 school year) of the accreditation cycle, TPS preschool students will demonstrate retention of numeracy skills by 80% of students scoring average or better on the Fall kindergarten MAP assessment.
Sheldon	РК	10% of students require Special Education Services. Sheldon has a 7% chronic absenteeism rate. Students are also transient and experience poverty as 90% of student receive free lunch.	Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 1 FTE Learning Loss Para and .5 FTE Mental Health Mentor (ESSER).	All students will be assessed regularly using Mastery Connect, myIGDI, ASQ-3, and COR Advantage.	 By year five (2026-2027 school year) of the accreditation cycle, 80% of preschool students will score in Tier 1 on the letter sound ID and 80% of preschool students will score in Tier 1 on the 1:1 correspondence on the Spring MyIGDIs assessment. By year five (2026-2027 school year) of the accreditation cycle, TPS preschool students will demonstrate retention of numeracy skills by 80% of students scoring average or better on the Fall kindergarten MAP assessment. By year five (2026-2027 school year) of the accreditation cycle, TPS preschool students scoring average or better on the Fall kindergarten MAP assessment.

State Street	К-5,РК	The building special needs index is 1.45.	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that
	(w/IEP),PK	39% of students require either Special	and 2 FTE interventionists. Continue to	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	,РКАК (З	Education Services or English Learner	ensure staff/student ratio for mental	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO),PKAR	services. Families struggle to provide	health/EL/SPED staff is equitable. Continue	instruction and interventions which will	focusing on the two subgroups which need the most
		transportation for students as evidenced	to use funds to Play for staff to attend any	increase their academic growth as	academic support to access the curriculum, the school can
		by an 21% chronic absenteeism rate .	needed after school training. Continue to	measured by the KAP assessments. 80% of	monitor growth and response to the interventions in these
		Providing transportation to after school	fund 2 FTE School Improvement Specialists	students score Level 1 and 2 on their KAP	subgroups.
		and summer school would improve	and 1 FTE Ci3T Coordinator. Continue to	assessment.In 2-4 years, 20% of students	
		access, however the bus driver shortage	fund .50 FTE Mental Health Liaison (.25 At	scoring a level 1 will increase their KAP	
		has impacted the ability to provide	Risk/.75 MHIT grant), 1 FTE Learning Loss	score performance by one or more level in	
		transportation to/from these programs.	Para and 1 FTE Mental Health Mentor	both reading and math. In 1-3 years, 25%	
		Additionally our students show risk for	(ESSER).	of students scoring a level 2 will increase	
		social emotional concerns. Additionally		their KAP score performance by one more	
		State Street is located in a unique		level in both reading and math. In 1-3	
		neighborhood which lacks many		years, 5% of students scoring a level 3 will	
		resources. State Street students are also		their KAP score performance to level 4 in	
		transient and experience poverty as		both reading and math. In 2-4 years, the	
		evidenced by a mobility of rate of 23%		percentage of special education and EL	
		and a low SES percentage of 89%. It can		students achieving a level 2, 3 or 4 will on	
		be difficult to engage with families at		both the KAP reading and math	
		times.		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 2029.	

Topeka High	9-12	The building special needs index is 1.22. 28% of students require either Special Education Services or English Learner services. THS has a 42% chronic	Continue to fund 1 FTE instructional coach, 2 FTE College and Career Advocate 1 ESSER, 1 TItle). Continue to ensure staff/student ratio for	-	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
		absenteeism rate. Students are also	mental health/EL/SPED staff is equitable.	increase their academic growth as	academic support to access the curriculum, the school can
		transient and experience poverty as	Continue to use funds to Play for staff to		monitor growth and response to the interventions in these
		evidenced by a mobility of rate of 32% and a low SES percentage of 72%. It can	attend any needed after school training. Continue to fund 2 FTE School	students score Level 1 and 2 on their KAP assessment. In 2-4 years, 35% of students	subgroups.
		be difficult to engage with families at	Improvement Specialists and 1 FTE Ci3T	scoring a level 1 will increase their KAP	
		times.	Coordinator. Continue to fund .50 FTE	score performance by one or more level in	
			Mental Health Liaison (.25 At Risk/.75	both reading and math. In 1-3 years, 15%	
			MHIT grant), 1 FTE Learning Loss Para and	of students scoring a level 2 will increase	
			1.5 FTE Mental Health Mentor (ESSER).	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 2029.	

Topeka	9-12	The building special needs index is 1.01.	Add 1FT Mental Health Interventionist	All students, including transient students	By addressing each KAP level separately, it is believed that
West High		25% of students require either Special	(ESSER), Continue to fund 1 FTE	in attendance for less than five years, will	the district can more clearly demonstrate growth and
westingi		Education Services or English Learner	instructional coach (ESSER).Continue to	be monitored and provided with	response to intervention at each tier. Additionally, by
		services. TWHS has a 34% chronic	ensure staff/student ratio for mental	instruction and interventions which will	focusing on the two subgroups which need the most
		absenteeism rate. Students are also			academic support to access the curriculum, the school can
		transient and experience poverty as	to use funds to Play for staff to attend any	-	
		evidenced by a mobility of rate of 25%	needed after school training. Continue to	students score Level 1 and 2 on their KAP	subgroups.
		and a low SES percentage of 59%. It can	fund 2 FTE School Improvement Specialists		
		be difficult to engage with families at	and 1 FTE Ci3T Coordinator as well as 1	scoring a level 1 will increase their KAP	
		times.	FTE Mental Health Mentor and 1 FTE	score performance by one or more level in	
			learning loss para (ESSER).	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 2029.	

Whitson	K-5,PK	The building special needs index is 1.20.	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that
	· ·	39% of students require either Special	and 3 FTE interventionists. Continue to	in attendance for less than five years, will	the district can more clearly demonstrate growth and
		Education Services or English Learner		be monitored and provided with	response to intervention at each tier. Additionally, by
		services. Whitson has a 16% chronic	health/EL/SPED staff is equitable. Continue	-	focusing on the two subgroups which need the most
		absenteeism rate. Students are also	-	increase their academic growth as	academic support to access the curriculum, the school can
		transient and experience poverty as	needed after school training. Continue to	_	monitor growth and response to the interventions in these
		evidenced by a mobility of rate of 18%,		-	subgroups.
		and a low SES percentage of 66%.	and 1 FTE Ci3T Coordinator as well as 1	assessment. In 2-4 years, 10% of students	
				scoring a level 1 will increase their KAP	
			Learning Loss para (ESSER).	score performance by one or more level in	
				both reading and math. In 1-3 years, 25%	
				of students scoring a level 2 will increase	
				their KAP score performance by one more	
				level in both reading and math. In 1-3	
				years, 5% of students scoring a level 3 will	
				their KAP score performance to level 4 in	
				both reading and math. In 2-4 years, the	
				percentage of special education and EL	
				students achieving a level 2, 3 or 4 will on	
				both the KAP reading and math	
				assessments will increase by 35%.	
				Realizing that Topeka Public School's high	
				mobility rate impacts KAP performance	
				rates, a realistic goal is that all students	
				who have been in our district at least five	
				years will score a level 3 or 4 in both math	
				and reading KAP tests by 2029.	

Williams	K-5,PK	Williams receives comprehensive	Continue to fund 1 FTE instructional coach,	All students, including transient students	By addressing each KAP level separately, it is believed that
	(w/IEP),PK	support for improvement. The building	2 FTE interventionists and 1 FTE Dean of	in attendance for less than five years, will	the district can more clearly demonstrate growth and
	,PKAR (3	special needs index is 1.56. 36% of	Students. Continue to ensure staff/student	be monitored and provided with	response to intervention at each tier. Additionally, by
	YO),PKAR	students require either Special Education	ratio for mental health/EL/SPED staff is	instruction and interventions which will	focusing on the special education subgroup which need the
	(4 YO)	Services or English Learner services.	equitable. Continue to use funds to Play	increase their academic growth as	most academic support to access the curriculum, the
		Families struggle to provide	for staff to attend any needed after school	measured by the KAP assessments. 88% of	school can monitor growth and response to the
		transportation for students as evidenced	training. Continue to fund 2 FTE School	students score Level 1 and 2 on their KAP	interventions in these subgroups.
		by a 23% chronic absenteeism rate.	Improvement Specialists and 1 FTE Ci3T	assessment.In 2-4 years, 25% of students	
		Providing transportation to after school	Coordinator. Continue to fund .50 FTE	scoring a level 1 will increase their KAP	
		and summer school would improve	Mental Health Liaison (.25 At Risk/.75	score performance by one or more level in	
		access, however the bus driver shortage	MHIT grant), 1 FTE Learning Loss Para and	both reading and math. In 1-3 years, 20%	
		has impacted the ability to provide	1 FTE Mental Health Mentor (ESSER).	of students scoring a level 2 will increase	
		transportation to/from these programs.		their KAP score performance by one more	
		Additionally our students show		level in both reading and math. In 1-3	
		significant risk for social emotional		years,3% of students scoring a level 3 will	
		concerns. Williams students are also		improve their KAP score performance to	
		very transient and experience poverty as		level 4 in both reading and math. In 2-4	
		evidenced by a mobility of rate of 32%		years, the percentage of special education	
		and a low SES percentage of 93%, the		students achieving a level 2, 3 or 4 on	
		second highest in the district. It can be		both the KAP reading and math	
		difficult to engage with families at times.		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 2029.	

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

N 1: Student Needs		Notes
a. Student Headcount	379	
b. Percentage of students with an active IEP	18.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	59.00%	
e. Pupil-Teacher Ratio Average	23.7	Many students are virtual students and v 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 classroom setting?	Yes	ESSER funded after school and summer ad and enrichment opportunities for all stud
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 st performance data are reviewed monthly b building leadership team, by teachers du professional learning community meeting during monthly data consults with distric 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 30% externalizing, 20%
s. What are the targets/goals related to social/enotional growth.		internalizing. Avondale in specializes in student
	will meet or exceed 80%., as measured by the	with behavioral concerns .
	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?	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.	
	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
	opportunity that can be seen in all TPS schools. Students raise money to help a classmates,	beautify their building grounds.
	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: Avondale Academy	8446	K-12,NG

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.	
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	
4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure stud able to access the level of support need access the curriculum. Support for stud need EL services or Special Education se 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: Avondale Academy	8446	K-12,NG

	the e	
lease consider the following questions as you complete the needs assessment for your build a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	Positions are funded but positions remain unfilled: 1 FTE Science/ELA/Elective Teacher (filled by sub), 1 FTE Math/Electives teacher 1 FTE ELA teacher, 2.5 FTE Virtual school teachers.
b. How many classified support staff are currently employed?	3	1 FTE College and Career Advocate, 1 FTE Mental Health Mentor, .50 School liasion
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions are funded but positions remain unfilled: 1 FTE Para 1 FTE bus para/para, 1 FTE Learning loss para.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Positions are funded but positions remain unfilled: 1 FTE SPED Instructional Coach, 1 FTE SLP
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.	
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	Ceiling and lights replacement
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	

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 buildi	ing.	
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 additional, 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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	99.0%	Most students attend virtually
b. Building Chronic Absenteeism Rate	2.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	

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

e. District Dropout Rate	2.7%	
ON 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	33.8%	
b. What is our building dropout rate?	37.2%	
c. What is our average comprehensive ACT score?	n/a	
DN 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Avondale Academy is a unique building servicing high needs at risk students who need smaller settings, students on short term suspension and virtual students. 19% of students require either Special Education Services or English Learner services. Avondale has a low chronic absenteeism rate of 2%, graduation rate of 33.8% and drop out rate of 37.2%. 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	
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 u funds to Play for staff to attend any needed aft school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 F Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).

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.		

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

N 1: Student Needs		Notes
a. Student Headcount	67	
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)?	82.00%	
e. Pupil-Teacher Ratio Average	3.9	Special Education Special Purpose Schoo
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 classroom setting?	Yes	ESSER funded after school and summer ac and enrichment opportunities for all stud
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 st performance data are reviewed monthly building leadership team, by teachers du professional learning community meeting 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen
	report student progress on quarterly grade cards.	

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 build		
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.	students with emotional and behavioral
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
 d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) 	n/a	
e. How are successes of Individual Plans of Study being measured?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	

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

	Please consider the following questions as you complete the needs assessment for your building.			
ON 3: Curriculum Needs		Notes		
a. What extended learning opportunities are provided (after school programs, summer school programs,				
etc.)?	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			
ON 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) 	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 wh 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			
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 1 FTE Special educa position remains unfilled.		

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

b. How many classified support staff are currently employed?	23	15 FTE Sped paras, 6 Next Step Paras, 1 FTE
		mental health mentor, .5 FTE school liasion
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Needs to be a higher staff to student ratio. Positions funded but remain
		unfilled: 1 FTE Learning Loss para.
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	
[ION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	NOLES

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

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

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

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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.
SECTION 8: School Data		
		Notes
a. Building Attendance Rate	90.6%	
a. Building Attendance Rate b. Building Chronic Absenteeism Rate	90.6% 50.0%	
		, ,
b. Building Chronic Absenteeism Rate	50.0%	
 b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate 	50.0% 26.8%	. . .
 b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate 	50.0% 26.8% 84.7%
 b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate e. District Dropout Rate 	50.0% 26.8% 84.7%	Notes
 b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate e. District Dropout Rate SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	50.0% 26.8% 84.7% 2.7%	Notes
 b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate e. District Dropout Rate SECTION 8A: High School Needs (buildings with grades 10 through 12 only) a. What is our building graduation rate 	50.0% 26.8% 84.7% 2.7%	Notes
b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate e. District Dropout Rate SECTION 8A: High School Needs (buildings with grades 10 through 12 only) a. What is our building graduation rate b. What is our building dropout rate?	50.0% 26.8% 84.7% 2.7% 89.5%	Notes

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

e consider the following questions as you complete the needs assessment for your bu	ilding.	
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Capital City receives Comprehensive Support for Improvement for graduation rate. Capital City is a unique building serving high needs special education students who a need smaller setting. 100% of students require Special Education Services. 3% of students also need English Learner services. Capital City has a special needs index of 2.60. Capital City has a chronic absenteeism rate of 50%, a mobility rate of 62%, a LOW SES rate of 85%, a graduation rate of 89.5% as well as a drop out rate of 3.8%. 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	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Additionally, because of the small population, the teacher to student ratio is much lower. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund special education teaching s at an increased student to teacher to student ratio of 4.5:1. Continue to fund para to teacher ratio of 3.75/ :1.Continue to ensure staff/stude ratio for mental health and EL staff is equitab Continue to use funds to Play for staff to atten any needed after school training. Continue to fund 2 FTE School Improvement Specialists an FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1 FTE Men Health Mentor (ESSER).
b. Additional building unique items:		· · · ·
	Special Education Special Purpose School	

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

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

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

N 1: Student Needs		Notes
a. Student Headcount	377	Up 17 students from last year
b. Percentage of students with an active IEP	22.00%	Up 3% from last year
c. Percentage of students enrolled in English Language Learner (ELL) services	12%	Up 8% from last year
d. Percentage of students identified as At-Risk (Free lunch)?	87.00%	Up from 91%
e. Pupil-Teacher Ratio Average	11.4	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	social worker, FSGC contact
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	FB, MAP, KAP, DR info
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans, intervention, AE intervention
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans, AB intervention math interventionist
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
 Are there local assessments to measure math growth? 	Yes	Map, Mastery Connect, KAP
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded afte school and summer academic and enrichm opportunities for all students (CAPE)
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, during monthly data consults with district leadership, and as part of formal school improvement plans. CAPE & AB intervention
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

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

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.	
		rubrics as part of AB.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 71%, externalizing ,
	risk for externalizing and internalizing behaviors	82% internalizing.
	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.	
	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	Chase's Student Council and Boy's basketball
	opportunity that can be seen in all TPS schools.	team participates in Harvesters. Chase has a p
	Students raise money to help a classmates,	mentoring group which hosts neighborhood cl
	maintain community gardens where they grow	ups.
	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.	
		Netes
DN 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,		need AVID tutors
etc.)?	summer academic and enrichment opportunities for all students. Students and staff will work on	
	learning loss items and participate in enrichment	

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

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	several new projectors needed as well as promethean boards
N 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)		HS credit- need algebra teacher
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure studer able to access the level of support needed access the curriculum. Support for studen need EL services or Special Education serv 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	
N 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 unfilled: 1.0 FTE SPED Teacher, .5 FTE Comp Teacher (filled by sub).
b. How many classified support staff are currently employed?	13	11 Sped Paras, 1 Mental Health Mentor5 school liasion

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

c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education
, , ,		and EL students. Positions are funded but rema
		unfilled:1 FTE Learning Loss para, 1 FTE 1 EL Par
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Need more counselor/mental health prof.
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.	Classroom management; Training for teachers that come in mid year; IC's need to be in buildin more; new staff needs training previous staff have had
TON 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
	Yes	HVAC Replacement - Phase two The partition walls need to be made into permanent walls.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?		wans need to be made into permanent wans.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made? c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to schude med permutent wars. Need related to shortage of Bus drivers. More routes in place to support areas that don't mee the distance requirement but are in unsafe neighborhoods, Timberlee/Ripley
	Yes	Need related to shortage of Bus drivers. More routes in place to support areas that don't me the distance requirement but are in unsafe

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

Please consider the following questions as you complete the needs assessment for your build	ing.	
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 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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	91.2%	
b. Building Chronic Absenteeism Rate	33.0%	
c. District Chronic Absenteeism Rate	32.4%	

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

d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
		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	
DN 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 1.52. 34% of students require either Special Education Services or English Learner services. Chase has a 33% 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 an isolated neighborhood which lacks many resources. Students are also transient and experience poverty as evidenced by a mobility of rate of 28% and a low SES percentage of 93%.It can be difficult to engage with families at times.	Transportation for students that live in unsafe neighborhoods; Attendance is poor as parents not want their students walking through unsa neighborhoods. Trauma informed care and SE opportunities
1. Can these be achieved with additional resources?	Yes	

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

se consider the following questions as you complete the needs assessment for your build	ling.	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training such as continuous AVID training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).
b. Additional building unique items:		
	Chase is a signature Performing Arts School	We need to fund a coordinator for the signature school title.
	Chase is an AVID school	Need a teacher for the performing arts program
		Need sped teacher, Math interventionist, ELA teacher We also need continued staff development on AVID with new staff and refresher courses for current staff

District:	Topeka Public Schools	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8

		Notes
a. Student Headcount	483	
b. Percentage of students with an active IEP	27.00%	
 c. Percentage of students enrolled in English Language Learner (ELL) services 	18.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	81.00%	
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	
 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
 Are there local assessments to measure math growth? 	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
 n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores? 	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetin during monthly data consults with district leadership, and as part of formal school improvement plans.
 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
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) 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	
	The Student Risk Screening scale (SRSS-IE) is administered three	SRSS-IE screening data is examined by both the building Mental Health Team and 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. 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	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.
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? c. How do you determine students are ready for Kindergarten? (only 	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. 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 screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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? 	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. 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. n/a n/a	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.
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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) 	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. 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. n/a n/a	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. SRSS-IE Fall 2022 Baseline: 52%, externalizing, 72% internalizing.

District:	Topeka Public Schools	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8

ECTION 3: Curriculum Nee	ds		Notes
	a. What extended learning opportunities are provided (after school	ESSER funded after school and summer academic and enrichment	
	programs, summer school programs, etc.)?	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	Yes	
	needed to support the curriculum?		
ECTION 4: Educational Cap	acities (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	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support need
	capacities?		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	Yes	
	students to function in complex and rapidly changing civilization.		
	2. Sufficient knowledge of economic, social, and political systems	Yes	
	to enable students to make informed choices.		
	3. Sufficient understanding of governmental processes to enable	Yes	
	the student to understand the issues that affect his or her		
	community, state and nation.		
	 Sufficient self-knowledge and knowledge of his or her mental and physical wellages 	Yes	
	and physical wellness. 5. Sufficient grounding in the arts to enable each student to	Yes	
	appreciate his or her cultural and historical heritage.	tes	
	 6. Sufficient training or preparation for advanced training in 	Yes	
	either academic or vocational fields so as to enable each child to	103	
	choose and pursue life work intelligently.		
	7. Sufficient levels of academic or vocational skills to enable	Yes	
	students to compete favorably with their counterparts in		
	surrounding states, in academics or in job market.		
ECTION 5: Staff Needs			Notes
	a. Is there adequate personnel/staff to meet the needs of the school	Yes	Positions are funded, but 7 positions remain unfilled: 1 FTE EL, 1 FTE FACS (covered by su
	and the needs of students under ESEA guidelines, which requires		2 FTE ELA (covered by subs), 2 FTE Science (covered by sub), 1 FTE Special education
	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?	16	14 Sped Paras, 1 Mental Health Mentor, .50 FTE school liasion
	c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions funded but
	, ,		remain unfilled: 1 FTE Learning Loss Para, 2 EL paras.
	d. Are there enough appropriately licensed support personnel such	Yes	
	as counselors, librarians, nurses, etc.?		
	e. Are principals & other key staff trained to provide instructional	Yes	
	leadership and professional development to teachers?		

District:	Topeka Public Schools	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8
School.		0524	0-0
Please consider the follow	ving questions as you complete the needs assessment for yo	ur building.	
	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.	Boys Town in the moment coaching.
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	Fire Alarm Update HVAC replacement Phase II
	c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of bus drivers
SECTION 7: Family Needs/Co	ommunity Relations		Notes
, , , , , , , , , , , , , , , , , , , ,	a. Do you have regular events to engage parents with teachers?	Yes	
	b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Eisenhower hosts ten family engagement evenings focusing on a Home/School partnership. Topics include Google Classroom, vaping, learning strategies, math, physical health, assessment as well as a college and career evening. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
	c. Do you have an active Site Council?	No	
	d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	
	e. What types of communication exists with families? Is it adequate?	Yes, 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.
SECTION 8: School Data			Notes
	a. Building Attendance Rate	89.9%	
	b. Building Chronic Absenteeism Rate	38.0%	
	c. District Chronic Absenteeism Rate	26.8%	
	d. District Graduation Rate	84.7%	
	e. District Dropout Rate	2.7%	
SECTION 8A: High School Ne	eds (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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations				
District:	Topeka Public Schools	Bldg #	Grades Served:	
School:	Eisenhower Middle School	8524	6-8	
ease consider the follow	ving questions as you complete the needs assessment for yo	our building.		
CTION 9: Other Data	a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Eisenhower receives intensive support for improvement. The building special needs index is 1.59. 45% of students require either Special Education Services or English Learner services. Eisenhower has 38% 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 25% and a low SES percentage of 90%. It can be difficult to engage with families at times.	Notes The administration turn over in the past 10 years prevents consistent implementation of programing. This contributes to teacher turnover, vacancies and teachers that are not hig qualified in their positions. This in turn impacts student learning, school climate, student behavior and overloads the other staff. There are a large number of students that are doubling up and not reporting it. We struggle with an inability to communicate with fami due to a lack of up to date phone numbers, working phones and language. The population Eisenhower could benefit from district resources that are not availabe for each student (vare expected to use a class set instead of each student having an individual copy, lower levels of Number Worlds, etc.). Eisenhower has a high out of school suspension and long term hearing rate. The data from the SRS-IE screener shows a high need from year to year. Due to high teacher turn over it is hard to provide enough professional development for teachers to be effective in all aspects necessary for students to be successful (Second Ste Boys Town, etc.). Eisenhower is an intensive support school and has similar or fewer resources than schools that are not on improvement. There is not a way to transport students that miss the bus or don't walk or have to walk through neighborhoods with criminal activity. There is no activity bus for students that would like to participate in extra curricular activities or tutoring are not able to which prevents the investment in the school and feeling a part of something bigger. There are a high number of students that have criminal involvment (parole dividus) and marijuana which they bring to school and give to other students. The data used to support these statements is the number of: office referrals, classroom calls for assistance, nurse visits, calls for assistance for mental health, suicidistate events, have been detained at JDC, etc.), blue cards given to parents due to volitale events at school, of students that perform below grade level on KA an	
	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.	Requested: Equitable for a school on improvement and a high performing school is not the same. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Class size of absolutely no more than 24 students per class, 1 interventionist for reading and 1 math per grade level (6 total), 3 assistant principals, 3 Deans of Students, full time Activit Coordinator to increase ability for students to engage and connect in school, 1 counselor per grade level (3 total), 1 SW per grade level (3 total), 1 Mental Health Mentor per grade level (3 total), Full time instructional coach at Eisenhower (not district level). Fully staffee highly qualified staff. Full time translator to be able to quickly reach parents and answer questions/concerns from them. Incentive Play for highly qualified staff working at a intensive support school. Off site ISS for students to confirme to get instruction but have consequences for behavior. Vehicle to transport students to and from school as needed. Childcare for younger siblings at parent teacher conferences, concerts, performances and parent events. Provided: Add 1 FTE Assistant principal, 1 FTE Dean of Students, 1 FTE SPED Consulting Teachers. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school trainin Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinators and 1 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Pa	

District:	Topeka Public Schools	Bldg #	Grades Served:
School:	Eisenhower Middle School	8524	6-8
	questions as you complete the needs assessment for you b. Additional building unique items:	ur building.	

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

N 1: Student Needs		Notes
a. Student Headcount	435	
b. Percentage of students with an active IEP	27.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	60.00%	
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 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, Classrc Assessments
 Are there local assessments to measure math growth? 	Yes	Map, Mastery Connect, Classroom Assessr
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school 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 stu performance data are reviewed monthly by building leadership team, by teachers duri 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

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

 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 	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. The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%., as measured by the	SRSS-IE screening data is examined by both th building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed. Social-Emotional addressed in climate survey SRSS-IE Fall 2022 84%, externalizing, 88% internalizing.
b. What are the targets/goals related to social/emotional growth?	assess Social Emotional Growth standards and report student progress on quarterly grade cards. The percentage of students demonstrating low risk for externalizing and internalizing behaviors	Leadership team. These teams recommend students for intervention, when needed. Social-Emotional addressed in climate survey SRSS-IE Fall 2022 84%, externalizing, 88%
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors	Social-Emotional addressed in climate survey SRSS-IE Fall 2022 84%, externalizing, 88%
b. What are the targets/goals related to social/emotional growth?	risk for externalizing and internalizing behaviors	SRSS-IE Fall 2022 84%, externalizing, 88%
b. What are the targets/goals related to social/emotional growth?	risk for externalizing and internalizing behaviors	_
		internalizing.
	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	
 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	French students participate in various comm
	opportunity that can be seen in all TPS schools.	service projects. Students also intern at a loc
	Students raise money to help a classmates,	restaurant.
	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: Marjorie French Middle School	8533	6-8

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. Staff	
·	will identify students based on MAP/KAP scores	
	to be recommended for program. We will	
	continue to look at data to help students make	
	gains to address their learning loss and monitor	
	their progress.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	One to One chromebooks, Promethean/Sm
		boards, Concern about technology mainte
V 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 studen able to access the level of support needed access the curriculum. Support for student need EL services or Special Education servi provided as well.
 Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. 	Yes	
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	Yes	
as to 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

lease consider the following questions as you complete the needs assessment for your build 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 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 FTE Math position remain unfilled (covered by sub),
b. How many classified support staff are currently employed?	12	1 EL Para, 10 Sped Paras, 1 Mental Health Mento
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students and having difficulty finding people to fill the position
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	There is a need for PD to be differentiated for sta based on current issues/more teacher choice, time to process and collaborate on PD sessions
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	We need more adequate spacing for band and orchestra,
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Scheduled: Tennis Court Replacement, Also requested: parking lot, need new lockers, interio painting in all FMS, access to basement and football field for physically disabled individuals
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	Conferences, PTO, Back to school nights, Concerts, Musicals

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 build	ina	
 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? 	Through PTO they bring in programs for parents, try to bring in French hosts two family engagement evenings focusing on High School transition. At least one event MUST include a presentation on Naviance and 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). Counselors presented a bullying, sexual harassment	
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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.0%	
b. Building Chronic Absenteeism Rate	15.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	

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

e consider the following questions as you complete the needs assessment for your bu	ilding.	
		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	
DN 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 1.11. 30% of students require either Special Education Services or English Learner services. French has 15% 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 21% and a low SES percentage of 69%. It can be difficult to engage with families at times.	Addressing the increasing number in special education, working with pandemic after effe social/emotional needs, parental support, continual budgeting crisis for state, teacher shortage, district and legislative mandates. are entering a major teacher shortage in wh some positions need to be reevaluated.
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. mental health mentor and 1 FTE learning los para through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/stu ratio for mental health/EL/SPED staff is equi Continue to use funds to Play for staff to att any needed after school training. Continue to fund 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

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

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

1: Student Needs		Notes
a. Student Headcount	306	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	20.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	87.00%	
e. Pupil-Teacher Ratio Average	8.5	
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 classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities for all stu
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	State assessment data as well as other s performance data are reviewed monthly building leadership team, by teachers du professional learning community meetin during monthly data consults with distri 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		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 b building Mental Health Team and Buildi
	assess Social Emotional Growth standards and report student progress on quarterly grade cards.	Leadership team. These teams recommen

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 57%, externalizing, 66%
	risk for externalizing and internalizing behaviors	
	will meet or exceed 80%., as measured by the	5
	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)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been create
	administered to all Kindergarten students. In	provide an easy to understand tool to be us
	additional, at Kindergarten Orientation, students	describe a student's readiness for kinderga
	are given a Kindergarten Orientation Screening	and plan for instruction for the student. The
	tool which is used to help plan for the incoming	report is also designed for parents and is se
	student needs. Parents are provided with an	them with strategies to support growth at he
	instructional powerpoint and Kindergarten Tool	100% of Kindergarten students completed th
	Kit to begin or continue working on readiness	ASQ-3 and ASQ-SE2 in September 2022.
	skills at home. Approximately 48% of potential	
	new kindergarten students were screened during	
	orientation.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of Topeka Public Schools	
Kindergarteners)	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: Highland Park Central	8462	К-5

g How are you ensuring students are civically engaged?	Community service is a civic engagement	
5 now are you choung statents are christing engaged.	opportunity that can be seen in all TPS schools.	
	Students raise money to help a classmates,	
	, , ,	Highland park Central utilizes a House
	maintain community gardens where they grow	System strategy to facility the developme
	and sell produce at the local farmers market	of a culture of community. The Houses
	every summer and fall, and collect food items for	
	the Topeka Rescue Mission and participate in	engage in community service projects
	ShareFest.	together throughout the year.
TION 3: Curriculum Needs		
	ESSER funded after school and summer academic	
etc.)?	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	We would like to update our Promethear
		Boards in all classrooms. These technolog
		devices are dated. It would be equitable
		•
		have technology capabilities that are
		updated and in comparison to
		TCALC/Jardine and what they offer stude
		in their building.
TION 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 a
		able to access the level of support needed to
		access the curriculum. Support for students v
		need EL services or Special Education services
		need Leser rees of special Education service

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 build	ing.	
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	
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	Positions are funded, but positions remain unfilled: 2 FTE KG teachers (covered by subs), 2 FTE 1st grade teaches (covered by subs), 1 FTE 2nd grand ((covered by sub),1 FTE 5th grade (covered by sub),, 1 FTE Interventionist, and 1 FTE Special Education Teacher.
b. How many classified support staff are currently employed?	11	10 Sped Paras , 1 Mental Health Mentor, .50 FTE School Liasion
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions are funded, but positions remain unfilled: 1 FTE EL Para, 1 Learning loss para, 1FTE Sped Para

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

ease consider the following questions as you complete the needs assessment for your buil d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses,	Yes	We desperately need more mental health
etc.?		support such as another counselor. Due to
		continued illness, having a building sub is
		crucial for our students to continue to thrive
		in their learning environments given our
		current sub shortage.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	, č
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher	
improvement goals?	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	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Scheduled: Secured Main Office Area, Requested:
		Outside learning space has been requested.
		Tables will be purchased with ESSER funds;
		however, a fence is needed to secure the area to create a safe space from outside passersby.
		Most of our furniture is very old and used. We
		Most of our furniture is very old and used. We would like to be considered to replace those
		•
		would like to be considered to replace those pieces of furniture so that our building looks and is in direct alignment to the updated furniture
		would like to be considered to replace those pieces of furniture so that our building looks and is in direct alignment to the updated furniture that TCALC/Jardine so that we are equitable
c Are additional School Russes needed or any additional Routes needed?	Vor	would like to be considered to replace those pieces of furniture so that our building looks and is in direct alignment to the updated furniture that TCALC/Jardine so that we are equitable across the district.
c. Are additional School Buses needed or any additional Routes needed?	Yes	would like to be considered to replace those pieces of furniture so that our building looks and is in direct alignment to the updated furniture that TCALC/Jardine so that we are equitable
c. Are additional School Buses needed or any additional Routes needed?	Yes	would like to be considered to replace those pieces of furniture so that our building looks and is in direct alignment to the updated furniture that TCALC/Jardine so that we are equitable across the district.

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 bu	ilding.	
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?	HPC hosts two family engagement evenings focusing on Reading and Math. In additional, 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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	90.4%	
b. Building Chronic Absenteeism Rate	37.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	

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.		
e. District Dropout Rate	2.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	n/a	
b. What is our building dropout rate?	n/a	
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	HPC receives comprehensive support for improvement. Many students at HPC face significant challenges. The building special needs index is 1.57, 43% 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 42%, well above the district average of 29%. experience poverty evidenced by a 93% low SES population.It can be difficult to engage with families at times.	There are over 40% Chronically absent students at HPC as well as the mental health needs, we are requesting and additional FTE counselor. The AP position was added this year at HPC and students and staff have been able to make gains due to this additional. It is requested that the AP position continues to be funded.Based on need, HPC needs a 2nd FTE Interventionist. Due to high mental health and Social Emotional needs at HPC, we are needing our Mental Health Liaison fo be full time rather than 3 days.
1. Can these be achieved with additional resources?	Yes	,

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

e consider the following questions as you complete the needs assessment for your building.			
2. Why or why not?	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	Added 1 FTE Interventionist (ESSER), Continue to fund 1 FTE Assistant Principal, 1.0 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 Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).	
b. Additional building unique items:			

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

N 1: Student Needs		Notes
a. Student Headcount	853	
b. Percentage of students with an active IEP	25.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	15.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	76.00%	
e. Pupil-Teacher Ratio Average	14.5	
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 classroom setting?	Yes	ESSER funded after school and summer ac and enrichment opportunities for all stud
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 stuperformance data are reviewed monthly building leadership team, by teachers dur professional learning community meeting 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
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommend

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 80%, externalizing, 85%
	risk for externalizing and internalizing behaviors	
	will meet or exceed 80%., as measured by the	5
	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?	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	
	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: Highland Park High	8536	9-12

ON 3: Curriculum Needs		Notes
etc.)?	ESSER after school and summer academic and enrichment opportunities for all students.In additional 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	
 DN 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 Yes	Notes A tiered framework (Ci3T) to ensure students able to access the level of support needed to access the curriculum. Support for students need EL services or Special Education service 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: Highland Park High	8536	9-12

lease consider the following questions as you complete the needs assessment for your build	ing.	
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.		
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 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 3 FTE special education positions (2 covered by subs), 1 FTE Psychologi
b. How many classified support staff are currently employed?	13	10 Sped paras, 1 Mental Health Mentor, 1 FTE College and Career Advocate
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions are funded, but positions remain unfilled: 3 FTE Para, 1 FTE Learning Loss Para., 1 FTE EL Para
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Social Emotional Learning, GEI process and intervention training, Trauma informed care and PLC procedures.	
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	Roof Replacement Roof Replacement Daycare Tuck Pointing Chiller Replacement South / North

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

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	Notes
 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? 	HPHS hosts three family engagement evenings focusing on Reading and Math, Hispanic Cultural Teaching and Tasting and a Black History Month Panel. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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 wi families occurs via school and teacher website Facebook and other social media, TylerSis, dire emails, through communication software and through district communication. School leaders are committed to increasing communication wi 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.
ECTION 8: School Data		Notes
a. Building Attendance Rate	89.1%	

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 build	ing.	
b. Building Chronic Absenteeism Rate	40.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	89.6%	
b. What is our building dropout rate?	2.1%	
c. What is our average comprehensive ACT score?	15.2	
SECTION 9: Other Data 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 comprehensive improvement support. The building special needs index is 1.43. 40% of students require either Special Education Services or English Learner services. HPHS has a 40% 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 89.1%. It can be difficult to engage with families at times.	Notes
1. Can these be achieved with additional resources?	Yes	

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

ase consider the following questions as you complete the needs assessment for your build	ing.	
2. Why or why not?	instructional coach, a school improvement	Add 1. FTE Dean of Students. Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE College and Career Advocate, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).
b. Additional building unique items:		

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

N 1: Student Needs		Notes
a. Student Headcount	88	
b. Percentage of students with an active IEP	9.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	78.00%	
e. Pupil-Teacher Ratio Average	6.3	Charter school for students who need a s 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
 Are there local assessments to measure math growth? 	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities for all stu
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 so performance data are reviewed monthly building leadership team, by teachers du professional learning community meetin during monthly data consults with distri 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-IE screening data is examined by be building Mental Health Team and Buildin Leadership team. These teams recommen students for intervention, when needed.

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 73%, externalizing, 72%
	risk for externalizing and internalizing behaviors	internalizing.
	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	
 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	Hope street students volunteer at voter
	opportunity that can be seen in all TPS schools.	registration events, advocated for a vacci
	Students raise money to help a classmates,	lottery and wrote advocacy letters for oth
	maintain community gardens where they grow and sell produce at the local farmers market	causes.
	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: Hope Street Charter Academy	8467	9-12

TION 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. 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	
 CTION 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	Notes A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
 Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. Sufficient knowledge of economic, social, and political systems to enable students to make 	Yes Yes	provided as well.
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	
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: Hope Street Charter Academy	8467	9-12

lease consider the following questions as you complete the needs assessment for your build	ling	
 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. 		
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?		
b. How many classified support staff are currently employed?	1	.50 FTE school liasion
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions are funded but rema unfilled: 1 FTE Learning Loss para.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Positions are funded, but positions remain unfilled: .5 FTE Health Aid (shared with Burnet
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.	
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	Chiller Replacement
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	

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 build 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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	86.8%	
b. Building Chronic Absenteeism Rate	50.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	89.1%	

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

b. What is our building dropout rate?	2.3%	
c. What is our average comprehensive ACT score?	14.3	
I 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?	Hope Street Academy is a unique building servicing at risk students who need a smaller setting. The building special needs index is 1.40. 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 44% and a low SES percentage of 81%. 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. Additionally, because of the small population, the teacher to student ratio is much lower. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund .25 FTE instructional coa using ESSER funds. Continue to fund a tea student ratio of 6:1 using at risk funding. Continue to ensure staff/student ratio for health/EL/SPED staff is equitable. Continu funds to Play for staff to attend any need school training. Continue to fund 2 FTE Sc Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Men Health Liaison (.25 At Risk/.75 MHIT gran Learning Loss Para75 FTE School Coordin

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

N 1: Student Needs		Notes
a. Student Headcount	742	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	8.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	66.00%	
e. Pupil-Teacher Ratio Average	13.3	
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 classroom setting?	Yes	ESSER funded after school and summer ac and enrichment opportunities for all stud
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?		Goals are written into School Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 64%, externalizing, 75%
	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)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been created
	administered to all Kindergarten students. In	provide an easy to understand tool to be use
	additional, at Kindergarten Orientation, students	describe a student's readiness for kindergar
	are given a Kindergarten Orientation Screening	and plan for instruction for the student. The
	tool which is used to help plan for the incoming	report is also designed for parents and is se
	student needs. Parents are provided with an	them with strategies to support growth at ho
	instructional powerpoint and Kindergarten Tool	
	Kit to begin or continue working on readiness	
	skills at home. Approximately 48% of potential	
	new kindergarten students were screened during	
	orientation.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of Topeka Public Schools	
Kindergarteners)	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	
- Have an average of the dividual Diana of Church I. 199	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)

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.	Farm to Table, Composting,
ON 3: Curriculum Needs		
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.	LEGO Club, Drama Club, Spelling Bee, Sumday, Yearbook, STUCO,
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
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
	Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w
board of education are taught. (only if building serves Grade 12)	Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
board of education are taught. (only if building serves Grade 12) c. Is every child in your school provided at least the following capacities? 1. Sufficient oral and written communication skills to enable students to function in complex and		A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
board of education are taught. (only if building serves Grade 12) c. Is every child in your school provided at least the following capacities? 1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. 2. Sufficient knowledge of economic, social, and political systems to enable students to make	Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services

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 build	ling.	
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	
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 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 positions remain unfilled: 1 FTE 4th grade (covered by sub),1 FTE Interventionist, 1 JAG academy special educatio teacher 1 FTE School Psychologist, 1 FTE OT (shared with Ross).
b. How many classified support staff are currently employed?	29	2 EL Paras, 1 Learning Loss Para, 24 Sped Paras (includes JAG,), 1 Mental Health Mentor50 FTE School Liasion
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	Positions are funded, but positions remain unfilled 1 FTE Health Aid, 2 FTE Sped Paras
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, guided reading, GEI process and intervention training as well as a book study using <i>A Passion for Teaching and</i> <i>Learning</i> .	
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	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)

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
N 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Jardine Elementary hosts two family engagement evenings focusing on STEAM, Reading and Math. In additional, 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 util communicate with families. Communication families occurs via school and teacher we Facebook and other social media, TylerSis, emails, through communication software a through district communication. School lea are committed to increasing communication 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 tea websites, Facebook and other social media through district communication. School le are 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)

ECTION 8: School Data		Notes
a. Building Attendance Rate	92.4%	
b. Building Chronic Absenteeism Rate	25.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
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	
CTION 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 1.28.31% of students require either Special Education Services or English Learner services. Some families struggle to provide transportation for students.	

	Additionally our students show risk for social	
	emotional concerns. JES students are also	
	transient as evidenced by a mobility of rate of	
	22% and experience poverty evidenced by a 79%	
	low SES population. It can be difficult to engage	
	with families at times.	
1. Can these be achieved with additional resources?	Yes	Social Workers, Counselors, McKinney Vento
		Partnership, Special Education Continuum,
		Mental Health Mentors, FSGC Liaison,
		School-Based Therapist, Harvesters

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

se consider the following questions as you complete the needs assessment for your build	ling.	
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.	Added 1 FTE Assistant Principal. Continue to fund 1 FTE Dean of Students, 3.0 interventionists, 1 FTE Steam Coach, and .7 FTE instructional coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1.5 FTE Mental Health Mentor (ESSER).
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

I 1: Student Needs		Notes
a. Student Headcount	542	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	13.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	66.00%	
e. Pupil-Teacher Ratio Average	11.5	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans, reading inter
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, comn formative assessments
I. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect, comn formative assessments
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities for all stud
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 st performance data are reviewed monthly l building leadership team, by teachers du professional learning community meeting 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Sta	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 84%, externaliz
	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	
 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	Students participate in various community
	opportunity that can be seen in all TPS schools.	service projects. They also intern at a loca
	Students raise money to help a classmates,	restaurant.
	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.	
ON 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school program	, ESSER after school and summer academic and	
etc.)?	enrichment opportunities for all students. After	
	School Tutoring, Zoom available for those who	
	can't stay on site. Target Intervention for loss of	
	learning. Some identified by Assessment Data	
	and Classroom Common Assessments data, MAP	
	Data.	
b. Are there appropriate and adequate instructional materials?	Yes	

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

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Updated projectors and promethean/SMART boards
CTION 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 stat board of education are taught. (only if building serves Grade 12) 	e	
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 wh 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 issue that affect his or her community, state and nation.	s 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 the counterparts in surrounding states, in academics or in job market.	ir Yes	We do not have the courses to support vocatio skills except FACS and Project Lead the Way.
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESI guidelines, which requires every classroom to contain an educator who is certified in the content are being taught in said classroom, and meet the goals of the school?		
b. How many classified support staff are currently employed?	17	2 EL Paras and 12 Sped Paras, 1 learning loss para, 1 Mental Health Mentor50 FTE School Liasion

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

c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education
	Valles	and EL students
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, and Boystown Social Emotional Learning, Mastery Connect	
DN 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We are running out of room for size. Confer- room is a classroom now, and BASR has sma small office room.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Asphalt Replacement West Drive/Parking
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
		Notes
DN 7: Family Needs/Community Relations		NOLES

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 build	ing	
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?	Jardine hosts two family engagement evenings focusing on Math and Reading skills . In additional, 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 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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.4%	
b. Building Chronic Absenteeism Rate	20.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	

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

		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	
IN 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 1.36.36% of students require either Special Education Services or English Learner services. JMS has 20% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 25% and a low SES percentage of 78%. It can be difficult to engage with families at times.	Addressing the increasing special education learning loss from the Pandemic
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 a FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPEI staff is equitable. Continue to use funds to P for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Menta Health Liaison (.25 At Risk/.75 MHIT grant), Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).

5		

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.

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

N 1: Student Needs		Notes
a. Student Headcount	457	
b. Percentage of students with an active IEP	19.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	59.00%	
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 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, Class Assessments, iXL
I. Are there local assessments to measure math growth?	Yes	Map, Mastery Connect, Classroom Asses iXL
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and academic 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 st performance data are reviewed monthly building leadership team, by teachers du professional learning community meeting 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen

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	SRSS-IE Fall 2022 Baseline: 82%, externalizing,
	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	
 f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) 	n/a	
g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Students participate in various community service projects; student leadership opportuniti within the Landon community.
TION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,		
etc.)?	enrichment opportunities for all students.Math	
	and ELA intervention programstudents	
	recommended by Math & ELA teachers and by assessment data	

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

Please consider the following questions as you complete the needs assessment for your build	ling.	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	1 to 1 chromebooks; SMART boards (outdated an much of the software is not compatible - given to us when being disposed of by another school - lack of training)
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 an 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 thei counterparts in surrounding states, in academics or in job market.	No	We do not have vocational skills accept FACS an Project Lead the Way
ECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESE 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 1 ELL teacher position remains vacant. 1 FTE sped Teacher

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

Please consider the following questions as you complete the needs assessment for your build	ding.	
b. How many classified support staff are currently employed?	8	1 EL Para, 5 Sped Paras, 1 learning loss para 1 Mental Health Mentor
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students.Positions are funded, but positions remain unfilled: 2 FTE Para,
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Due to current mental health needs, a full time social worker would be helpful
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	
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	Choir class is held in auditorium, We have teachers that share classrooms, We do not ha additional spaces for small group work or tes

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

Discos consider the following recetions or you consult to the product constraint for your h		
Please consider the following questions as you complete the needs assessment for your be b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Scheduled: Asphalt Replacement South Driveway, Asphalt Track. Also requested: REPAIRS NEEDED: Locker Replacement Phase 2 Replace South Driveway Roof Replacement Replace RTUs at Auditorium and Tech Ed Replace RTU/ROOM 111, RTU/ROOM 112, RTU/ROOM 113, RTU/ROOM 114, RTU/ROOM 115-116, all classrooms 110 through 122 and 125 - 143. Parking Lot low spot Secured Entrance to the building Our Track
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes	Notes Conferences, Back to School nights, PTO, Dual Language and 5th grade Parent Nights, Hispanic Heritage Festival
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Landon two family engagement evenings focusing on the Dual Language program and 5th grade transition At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	

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

e. What types of communication exists with families? Is it adequate?	Yes, multiple communication strategies are	Multiple Communication strategies are utilized to
	utilized to communicate with families.	communicate with families. Communication with
		families occurs via school website, social media
		TylerSis, School Newsletter, Google Classroom,
		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	Communication occurs via school website,
	utilized to communicate with the community.	Facebook and other social media, and through
		district communication. School leaders are going
		to increase community visibility.
ON 8: School Data		Natas
	93.09	Notes
a. Building Attendance Rate		
b. Building Chronic Absenteeism Rate	26.09	
c. District Chronic Absenteeism Rate	26.89	
d. District Graduation Rate	84.79	6
e. District Dropout Rate	2.79	6
		Notes
a. What is our building graduation rate	n/	
a. What is our building graduation rate b. What is our building dropout rate?	n/- n/-	
b. What is our building dropout rate?	n/	

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 bu	ilding.	
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 1.14. 29% of students require either Special Education Services or English Learner services LMS has 26% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 27% and a low SES percentage of 68%. It can be difficult to engage with families at times.	Addressing the increasing number in spe education, working with Pandemic after effects - social/emotional needs, parents support, continual budgeting crisis for sta teacher shortage, district and legislative mandates
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE intervention Continue to ensure staff/student ratio for mer health/EL/SPED staff is equitable. Continue to funds to Play for staff to attend any needed a school training. Continue to fund 2 FTE Schoo Improvement Specialists and 1 FTE Ci3T Coordinator, as well as 1 FTE Mental Health Mentor and 1 FTE Learning loss para (ESSER).
b. Additional building unique items:		
	We do not have any space to include an IIC room	

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

TION 1: Student Needs		Notes
a. Student Headcount	300	
b. Percentage of students with an active IEP	26.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	14.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	82.00%	
e. Pupil-Teacher Ratio Average	10.0	
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
 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 academi
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
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 Plan
		· · · · ·
TION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Sta		Notes
TION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and State a. How is social/emotional growth being measured?	r Recognition plans/rubrics) The Student Risk Screening scale (SRSS-IE) is	
		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	Notes SRSS-IE screening data is examined by both the
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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 	The Student Risk Screening scale (SRSS-IE) is The percentage of students demonstrating low The ASQ-3 and ASQ-SE2 screener are by 2027, 80 percent of Topeka Public Schools	Notes SRSS-IE screening data is examined by both the SRSS-IE Fall 2022 Baseline: 62%, The ASQ Parent Tool/Report has been created to We have PIP and a state-funded Pre-K program a
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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) 	The Student Risk Screening scale (SRSS-IE) is The percentage of students demonstrating low The ASQ-3 and ASQ-SE2 screener are	Notes SRSS-IE screening data is examined by both the SRSS-IE Fall 2022 Baseline: 62%, The ASQ Parent Tool/Report has been created to
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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? 	The Student Risk Screening scale (SRSS-IE) is The percentage of students demonstrating low The ASQ-3 and ASQ-SE2 screener are by 2027, 80 percent of Topeka Public Schools Pro K students will demonstrate profisioney on 2 n/a	Notes SRSS-IE screening data is examined by both the SRSS-IE Fall 2022 Baseline: 62%, The ASQ Parent Tool/Report has been created to We have PIP and a state-funded Pre-K program
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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) 	The Student Risk Screening scale (SRSS-IE) is The percentage of students demonstrating low The ASQ-3 and ASQ-SE2 screener are by 2027, 80 percent of Topeka Public Schools Pro K students will demonstrate profisionsy on 2 n/a n/a Community service is a civic engagement	Notes SRSS-IE screening data is examined by both the SRSS-IE Fall 2022 Baseline: 62%, The ASQ Parent Tool/Report has been created to We have PIP and a state-funded Pre-K program Lowmon Hill that food into our school, this bolo Students across grade levels are doing projects
 a. How is social/emotional growth being measured? b. What are the targets/goals related to social/emotional growth? 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? f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves 	The Student Risk Screening scale (SRSS-IE) is The percentage of students demonstrating low The ASQ-3 and ASQ-SE2 screener are by 2027, 80 percent of Topeka Public Schools Pro K students will demonstrate profisioney on a n/a n/a	Notes SRSS-IE screening data is examined by both the SRSS-IE Fall 2022 Baseline: 62%, The ASQ Parent Tool/Report has been created to We have PIP and a state-funded Pre-K program

b. Are there appropriate and adequate instructional materials?	Yes	We are currently using 501 designated
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We are currently one to one with our technology
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		
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 an provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex and	Yes	Oral presentations are given by each grade level
2. Sufficient knowledge of economic, social, and political systems to enable students to make	Yes	Coast Guard and Jr. Achievement presentations
3. Sufficient understanding of governmental processes to enable the student to understand the issues	Yes	Student council nominations, speeches,
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Jump rope for heart, Family fitness night
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and	Yes	Strings and band for 5th grade, ballet for after
6. Sufficient training or preparation for advanced training in either academic or vocational fields so	Yes	differentiated instruction
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	
CTION 5: Staff Needs a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA	Vac	Notes Positions are funded but remain unfilled: 1 FTE
 b. How many classified support staff are currently employed? 	15	Requested: We need additional staff to address
c. How many classified support staff are needed?	Varies	•
		Needs depend on numbers of special education
 d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, e. Are principals & other key staff trained to provide instructional leadership and professional 	Yes Yes	
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher	Classroom Management and PBIS supports
I. What stall development is necessary for teachers to support student success and meet the school	Equity, col will Learning warks and leacher	
CTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	temporary cubicles in lunchroom not effective,
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We need more classroom space. Replace
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
a. Do you have regular events to engage parents with teachers?	Yes	Two Title One Family Engagements, Family Fun
b. What types of caregiver training programs (teaching guardians how to give students help with	Yes	Early Childhood Preparatory Academy-Lowman
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	Multiple Communication strategies are utilized t
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are	Communication occurs via school and teacher

CTION 8: School Data		Notes
a. Building Attendance Rate	93.5%	
b. Building Chronic Absenteeism Rate	20.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
CTION 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?		
CTION 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?	Lowman Hill received Target Assisted Support. The building special needs index is 1.75, the second highest elemenary rate. 40% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by a 20% chronic absenteeism rate. Providing transportation to after school and summer school would improve outcomes, however the bus driver shortage has impacted the ability to	significant need for additional mental health support. Currently, 38% of our special education students are slated for BASR or IIC support, in comparison to other elementary schools that have less than 5% of their special education students in these categories. There are general and special education students who have been
1. Can these be achieved with additional resources?	Yes	LH feels that the mental health challenges are the
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.	Requested Continued funding for the Mental Health Mentor and Learning Loss paraprofessional would be helpful. Lowman Hill could also benefit for a full time in school therapist to provide mental health services. Providing funding for a Dean of Students or Assistant Principal to help with mental health and high need behaviors. Please consider: Due to the high needs of the mental health/behaviors, adding additional therapists and Dean of Students or Assist Principal for LH. Provided : Continue to fund 1 FTE instructional coach, 2 FTE interventionists.Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable
b. Additional building unique items:		
b. Additional building unique items.		

	I

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

I 1: Student Needs		Notes
a. Student Headcount	391	
b. Percentage of students with an active IEP	22.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	9.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	67.00%	
e. Pupil-Teacher Ratio Average	10.9	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation 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
1. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities for all stud
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 st performance data are reviewed monthly building leadership team, by teachers du professional learning community meetin during monthly data consults with distri 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star		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 bo building Mental Health Team and Buildin
	assess Social Emotional Growth standards and report student progress on quarterly grade cards.	Leadership team. These teams recommen

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

lease consider the following questions as you complete the needs assessment for your build	ling.	
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 2022 Baseline: 69%, externalizing, 79% internalizing.
 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) 	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In additional, 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. by 2027, 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)	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
	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	

trict: 501 Topeka Public Schools	Bldg #	Grades Served:
nool: McCarter Elem	8480	K-5,PK (w/IEP),PK,PKAR (4 YO)
ise consider the following questions as you complete the needs assessment for your build	ling.	
g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	McCarter students collect cans for the food pantry.
FION 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: 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	
c. is current technology appropriates in no, what technology is needed to support the currentaling		

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)		
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	

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

ase consider the following questions as you complete the needs assessment for your build	ing.	
3. Sufficient understanding of governmental processes to enable the student to understand the issues 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	
 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	
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 unfilled 1 FTE 2nd grade (covered by sub), 1 FTE 3rd grade (covered by sub).
b. How many classified support staff are currently employed?	15	11 FTE Sped Paras 1 FTE Gifted Para, 1 FTE EL para, 1 FTE learning loss para, 1 FTE mental health mentor
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	Positions are funded, but positions remain unfilled 1 FTE Health Aid
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
	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.	

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

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	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
FION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	McCArter hosts two family engagement evenings focusing on Reading and Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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 utilize communicate with families. Communication families occurs via school and teacher webs Facebook and other social media, TylerSis, d emails, through communication software and through district communication. School lead are committed to increasing communication families through home visits.

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.		
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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.3%	,
b. Building Chronic Absenteeism Rate	22.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	n/a	
b. What is our building dropout rate?	n/a	
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The building special needs index is 1.25 31% of students require either Special Education Services or English Learner services. McCarter has a 8.1% chronic absenteeism rate.McCarter students are transient and experience poverty as evidenced by a mobility of rate of 20% and a low SES percentage of 76%.	
1. Can these be achieved with additional resources?	Yes	

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

	eeds assessment for your building.	
2. Why or why not?	In order to access the general education	Continue to fund 1 FTE instructional coach
	curriculum the school has been allocated a	through ESSER, 2 FTE interventionists and 1
	higher number of special education staff to	teacher.Continue to ensure staff/student ra
	support students based on the student/staff ratio	mental health/EL/SPED staff is equitable.
	for this subgroup. Building leadership is	Continue to use funds to Play for staff to at
	supported by district administration, an	any needed after school training. Continue
	instructional coach, a school improvement	fund 2 FTE School Improvement Specialists
	specialist and a Ci3T coordinator.	FTE Ci3T Coordinator as well as 1 FTE Learn
		Loss Para and 1 FTE Mental Health Mentor
		(ESSER).
b. Additional building unique items:	·	
	This is a STEAM building.	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

I 1: Student Needs		Notes
a. Student Headcount	322	
b. Percentage of students with an active IEP	28.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	6.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	60.00%	
e. Pupil-Teacher Ratio Average	11.9	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	There is an achievement gap between stu who are white/multi racial and black/his students.
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
 Are there local assessments to measure math growth? 	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities for all stud
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 st performance data are reviewed monthly building leadership team, by teachers du professional learning community meetin during monthly data consults with distri 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 Improveme

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both t
	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	SRSS-IE Fall 2022 Baseline: 77% externalizin
		81% internalizing.
	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)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been create
	administered to all Kindergarten students. In	provide an easy to understand tool to be use
	additional, at Kindergarten Orientation, students	describe a student's readiness for kinderga
	are given a Kindergarten Orientation Screening	and plan for instruction for the student. The
	tool which is used to help plan for the incoming	report is also designed for parents and is se
	student needs. Parents are provided with an	them with strategies to support growth at he
	instructional powerpoint and Kindergarten Tool	100% of students entering kindergarten have
	Kit to begin or continue working on readiness	completed ASQ.
	skills at home. Approximately 54% incoming	
	Kindergarten students were screened this year.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of Topeka Public Schools	
Kindergarteners)	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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

Please consider the following questions as you complete the needs assessment for your build	ing.	
 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.	McClure students are civically engaged through the following: House Family System; annual Penny Wars; creation of 'Blessing Bags' for Topeka Rescue Mission; can food drives; Junior Achievement; create place mats for nursing home residents at Thanksgiving
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: Students will sign up to attend learning loss instruction in the areas of literacy and math	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

lease consider the following questions as you complete the needs assessment for your	building.	
b. Are there appropriate and adequate instructional materials?	Yes	There are appropriate instructional materials. In order to strengthen instruction, teachers have shared feedback on additional material needs: -Phonics for intermediate teachers, grammar curriculum with a scope and sequence across th grade levels, resources for teachers for intervention of math and reading standards (standards based questions) -Mastery Connect Inspect item bank questions aren't always aligned to the state assessments. -Access to high quality standards aligned passages (Ready Gen provides 1 passage for 1 standard) (Teachers spend time finding food passages and then spend more time creating standards based questions) -SEL resources for tier 2 and tier 3. Updated Social Studies curriculum. House System Curriculum.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Currently technology is appropriate; however, several devices need updated such as: projectors/Promethean Boards and accessories are getting to the end of their lives. Some desktop Computers need replaced as well.
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 board of education are taught. (only if building serves Grade 12)	state	
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 an provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex an rapidly changing civilization.	d Yes	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

e consider the following questions as you complete the needs assessment for your build	ling.	
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	
 IN 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 being taught in said classroom, and meet the goals of the school? 		Notes
b. How many classified support staff are currently employed?	12	9 FTE Sped Paras , 1 FTE EL Para, 1 FTE learn loss para 1 FTE mental health mentor
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special educa and EL students. Positions are funded but re unfilled: 1 FTE Paras.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	McClure would benefit from a 1 FTE social w to adequately support all students and fam Currently, a 0.5 FTE social worker provides support 2.5 days a week to students who re- social work services through their IEP.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher	Intermediate phonics training, Primary phonics
improvement goals?	Clarity, Ci3T implementation training,	training, trauma informed approaches
	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.	
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	Replace windows original to the building; rep asbestos flooring;
c. Are additional School Buses needed or any additional Routes needed?	Yes	No additional are needed, but filling bus
		to capacity is a priority
ON 7: Family Needs/Community Relations		
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 	Yes	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes McClure hosts two family engagement evenings focusing on several topics: Parent Information	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings focusing on several topics: Parent Information Night, Family Literacy & SEL Night, Family STEM	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	
ON 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes McClure hosts two family engagement evenings 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	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

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 wi families occurs via school and teacher website Facebook and other social media, TylerSis, dire emails, through communication software and through district communication. School leaders are committed to increasing communication wi 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, an through district communication. School leader are going to increase community visibility.
TON 8: School Data		Notes
a. Building Attendance Rate	93.89	
	93.89 12.09	6
a. Building Attendance Rate		<u><u></u></u>
a. Building Attendance Rate b. Building Chronic Absenteeism Rate	12.09	6 6 6
 a. Building Attendance Rate b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate 	12.09 26.89	6 6 6 6 6
 a. Building Attendance Rate b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate 	12.09 26.89 84.79	6 5 6 6
 a. Building Attendance Rate b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate e. District Dropout Rate 	12.09 26.89 84.79	6 6 6 6 7 6 7 8 8 9 <t< td=""></t<>
 a. Building Attendance Rate b. Building Chronic Absenteeism Rate c. District Chronic Absenteeism Rate d. District Graduation Rate e. District Dropout Rate 	12.09 26.89 84.79 2.79	6 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: McClure Elem	8482	К-5

a. Based on the building leadership team's analysis, what are the barriers your school faces with	The building special needs index is 1.31. 34% of	
non-assessment related issues?	students require either Special Education Services	
	or English Learner services. McClure has a 12%	
	chronic absenteeism rate.McClure students are	
	transient and experience poverty as evidenced by	
	a mobility of rate of 26% 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	Requested: Continued funding for the 1 FTE
	curriculum the school has been allocated a	Mental Health Mentor and Learning Loss
	higher number of special education staff to	paraprofessional. Consider funding 1 FTE sc
	support students based on the student/staff ratio	worker (currently splits between two buildir
	for this subgroup. Building leadership is	provide mental health services and supports
	supported by district administration, an	all students and families. Provided: Added a
	instructional coach, a school improvement	Assistant Principal. Continue to fund 1 FTE
	specialist and a Ci3T coordinator.	instructional coach, 1.5 FTE interventionists
		FTE Mental Health Mentor and 1 FTE Learnin
		para (ESSER).Continue to ensure staff/studer
		ratio for mental health/EL/SPED staff is equi
		Continue to use funds to Play for staff to atte
		any needed after school training. Continue to
		fund 2 FTE School Improvement Specialists a
		FTE Ci3T Coordinator.

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

N 1: Student Needs		Notes
a. Student Headcount	421	
b. Percentage of students with an active IEP	27.00%	
 c. Percentage of students enrolled in English Language Learner (ELL) services 	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	62.00%	
e. Pupil-Teacher Ratio Average	13.2	
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 classroom setting?	Yes	ESSER funded after school and summer acade and enrichment opportunities for all students

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

ease consider the following questions as you complete the	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes 3rd-5th Grade students were given their past state assessment scores as well as the predicti scores from MAP testing to allow them to set a goal with their teachers support for how they v perform on this year's state tests. Research proves that if students are aware of their performance and are in charge of setting future goals for learning, they will perform better. W will also do a school-wide assembly before testing begins with a theme of "Rock this Test". 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 Like we shared above, students worked with the teacher to set their personal goals for performance. If they were predicted to get a 1, shared with our students to set their goal higher and go for a 2 or if they were predicted to get a we said go for a 3. Sometimes it is only one or two points that keep students in the rating they get on the assessment. Goals are also written into School Improvement Plans and all staff, students and parents are aware of our school-wide goals for the year in reading and math.
CTION 2: State Board of Education Outcomes (please utilize your o cognition plans/rubrics)	district KESA (accreditation) and Star Notes

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

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by bot
	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	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 63%, externaliz
growth?	risk for externalizing and internalizing behaviors	64% internalizing.
	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?	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been creat
(only if building serves Kindergarteners)	administered to all Kindergarten students. In	provide an easy to understand tool to be u
	additional, at Kindergarten Orientation, students	describe a student's readiness for kinderg
	are given a Kindergarten Orientation Screening	and plan for instruction for the student. Th
	tool which is used to help plan for the incoming	report is also designed for parents and is
	student needs. Parents are provided with an	them with strategies to support growth at
	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.	
d. What are the targets/goals related to Kindergarten	by 2027, 80 percent of Topeka Public Schools	
Readiness? (only if building serves Kindergarteners)	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	

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

	needs assessment for your building.	
 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.	Student Council collects canned food items a Christmas time, does a Christmas Caroling in neighborhood, has given money to families whose home burned down, cleaned table at P Pancake Feed and purchased a snow cone machine for PTO. Our student council also ri bells in December for the Salvation Army. In t past the whole school wrote letters to militar personnel serving overseas.
DN 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 work on reading and math skills in the tutoring program.	We are concerned about next year's budget f some of our after-school programs once the ESSER dollars run out. Especially the Lego Le Robotics Club & Competitions, SumDay Math & Competitions, Unicycle & Growth Mindset Bike Club and Student Council that has allow students to have opportunities for team build and mental health growth. MIddle School ar

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	e needs assessment for your building.	
b. Are there appropriate and adequate instructional materials?	No	Phonics for intermediate teachers, grammar curriculum with a scope and sequence across th grade levels, resources for teachers for intervention of math and reading standards (standards based questions) Mastery Connect Inspect item bank questions aren't always aligned to the state assessments. Access to high quality standards aligned passages (Ready Gen provides 1 passage for 1 standard) (Teachers spend time finding food passages and then spend more time creating standards based questions) SEL resources for tier 2 and tier 3. Updated Social Studies curriculum. House System Curriculum. We would like a higher copy budget for suggested district-provided materials, like ReadyGen and Footsteps to Brilliance that have a paper component for reading and writing.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	We need updated technology; projectors/Promethean Boards and accessories are getting to the end of their lives. Due to Remote Learning the iPad batteries are not staying charged for a very long time. Desktop Computers need replaced as well.
SECTION 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) 		

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	Oral presentations are given by each grade level
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Jr. Achievement presentations
 Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation. 	Yes	Student council
 Sufficient self-knowledge and knowledge of his or her mental and physical wellness. 	Yes	Jump rope for heart
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Strings and band for 5th grade, Nutcracker field trip, symphony, exploring cultures (Hispanic Heritage, Black History Month, Indigenous People, etc)
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	differentiated instruction
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	
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	Positions are funded but remain unfilled: 1 FTE KG (covered by sub), , 1 FTE 4th grade (covered by sub),

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

b. How many classified support staff are currently employed?	18	16 FTE Sped Paras , 1 FTE learning loss par FTE mental health mentor
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special educa and EL students. Positions are funded but r unfilled:
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	The need to continue our two math and rea interventionist is very high due to what Cov learning had on all our students. Title I Fu continue to decrease that help Play for the salaries. However, we need them both full We can not afford to lose even a half time interventionists considering the need for su for teachers. We would like an additional counselor to meet with students, assist wit gei process, and help with attendance need
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process and trauma informed practices.	Primary staff would like additional training foundational reading skills to help student become more accurate and fluent in readin

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

a. Is there adequate space for student learning?	No	We need another intermediate classroom fo
		grade for next year. It would also be great if our preschool students could attend our homeschool to make the transition an easie
		for students and parents as some parents h kids at a preschool and an elementary build We had two preschool programs last year a lost one this year. Not sure why, when the n
		there and it was best for students. We are a need of another room for band and strings classes. We also could use more smaller of
		spaces for our school pschoologist, counsel and mental health mentor who need the appropriate space to work with individual a
		small groups in a confidential setting. We h move our counselor to our conference room we needed her room for a de-escalation roo
		year for a student who was in crisis quite a Our school pshcyologist is in the custodian office and we put the custodian up on the st
		with a desk. Our social worker is in the librarian's office space.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	kisting Yes	We are in need of additional playground equipment such as swings for the larger nur of students our school is presently serving.
		would also be appropriate to update the equpment underlayment to make it more sa our students as the public playgrounds are
		across the commuity. Asphalt Replacement- Parking

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	e needs assessment for your building.	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage. This has been the worst year yet where we have had to stay here after school until 4:30 or 5 p.m. because a bus driver was sick and they had to come back and pickup students after dropping other students off on the first route.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	We have a variety of events such as PTO meetings, Engagement Nights, outside events like Town & Country church functions, skating parties and restaurant nights. Our parents are also invited to holiday parties and various day events like spelling bee.
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?	Yes	McEachron hosts two family engagement evenings focusing on Reading and Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).
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	We have monthly PTO meetings.

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

e. What types of communication exists with families? Is it	Yes, multiple communication strategies are	Multiple Communication strategies are utilized to
adequate?	utilized 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	Yes, multiple communication strategies are	Communication occurs via school and teacher
community? Is it adequate?	utilized to communicate with the community.	websites, Facebook and other social media, and through district communication. School leaders
		are going to increase community visibility.
ECTION 8: School Data		Notes
a. Building Attendance Rate	93.4%	
b. Building Chronic Absenteeism Rate	18.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
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	

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

se 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?	The building special needs index is 1.16.27% of students require either Special Education Services. McEachron has a 18% chronic absenteeism rate. McEachron students are transient and experience poverty as evidenced by a mobility of rate of 30% and a low SES percentage of 73%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist, and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 2 F interventionists.Continue to ensure staff/stude ratio for mental health/EL/SPED staff is equital Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and FTE Ci3T Coordinator as well as 1 FTE Mental health mentor and 1 FTE Learning Loss para (ESSER).
b. Additional building unique items: Appropriate Budget for Cus	todial Supplies	

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

Places consider the following questions as you complete the peeds assessment for your build	ing	
Please consider the following questions as you complete the needs assessment for your build SECTION 1: Student Needs	ing.	Notes
a. Student Headcount	418	Notes
b. Percentage of students with an active IEP	28.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	78.00%	
e. Pupil-Teacher Ratio Average	11.9	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?		Ci 3T Implementation Plan
j. Is there a tiered system of support to target math growth?		Ci3T Implementation Plan
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		ESSER funded after school and summer academic
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
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		Goals are written into School Improvement Plans
	1	
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
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 71%, externalizing,
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been created to
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of 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	n/a	
g How are you ensuring students are civically engaged?	Community service is a civic engagement	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,	ESSER funded after school and summer academic	How will this be funded when Esser money is
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	Some staff do not use district purchased

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 bu	uilding.	
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 of	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	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues	Jes 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	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields s	o Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with the	neir <mark>Yes</mark>	
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under E	ISEA Yes	All Positions are funded but remain unfilled: 1
b. How many classified support staff are currently employed?	20	18 FTE sped paras 1 FTE EL para, 1 FTE mental
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses,	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional	Yes	
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher	
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
SECTION 7: Family Needs/Community Relations		Notes

District: 501 Topeka Public Schools	Bldø #	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 bu	ilding	
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	Meadows hosts two family engagement evenings	
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	Multiple Communication strategies are utilized to
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are	Communication occurs via school and teacher
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.0%	
b. Building Chronic Absenteeism Rate	23.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	,
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	The building special needs index is 1.65 which is	Within the 39% of students receiving specia
1. Can these be achieved with additional resources?	Yes	Meadows believes we should reevaluate
2. Why or why not?	In order to access the general education	Requested: Continue to staff the Mental Health
b. Additional building unique items:		
		We would like to see the district continue to fund

District: 501 Topeka Public Schools P	Bldg #	Grades Served:
School: Meadows Elementary 8	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.

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Pine Ridge	n/a	

N 1: Student Needs		Notes
a. Student Headcount	26	
b. Percentage of students with an active IEP	4.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	47.00%	
e. Pupil-Teacher Ratio Average	8.7	
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	Mastery Connect, Footsteps2brilliance, myIGDI, ASQ-3
I. Are there local assessments to measure math growth?	Yes	Mastery Connect, Footsteps2brilliance, myIGDI, ASQ-3
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Student performance data are reviewed monthly by the building leadership team, by teachers during professional learning commu meetings, during monthly data consults with district leadership, a part of formal school
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) ar	d Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-EC) is	SRSS-EC screening data is examined by both the building Mental H
	administered three times per year. Teachers also	Team and Building Leadership team. These teams recommend stud
	assess Social Emotional Growth standards and report student progress on quarterly grade cards.	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	SRSS-EC Fall 2022 65%, externalizing, 76% internalizing.
	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	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been created to provide an easy to
Kindergarteners)	administered to all Kindergarten students. In	understand tool to be used to describe a student's readiness for
c ,	additional, at Kindergarten Orientation, students	kindergarten and plan for instruction for the student. The report is al
	are given a Kindergarten Orientation Screening	designed for parents and is sent to them with strategies to support
	tool which is used to help plan for the incoming	growth at home.
	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.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of Topeka Public Schools	Students are also administered the Mylgdi Assessment for all 4 year
Kindergarteners)	Pre-K students will demonstrate proficiency on a	students in attendance Topeka Public Schools
	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	
g How are you ensuring students are civically engaged?	Community service is a civic engagement	Modeling leadership, school leaders, recognize rules to be successful
	opportunity that can be seen in all TPS schools.	being a food friend, 2nd Step Curriculum, jobs in the classroom, clea
	Students raise money to help a classmates,	up playground on Earth Day, family engagement events, community
	maintain community gardens where they grow	events, needs and wants, and use of Pine Play.
	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.	

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.	After school and summer programs are provided to 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	
 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) 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.
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	
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	Positions are funded but positions remain open: 2 FTE PK Teachers (covered by subs),
b. How many classified support staff are currently employed?	12	11 FTE Paras, .5 FTE mental health mentor
c. How many classified support staff are needed?	Varies	Needs depend on the number of EL and Sped students. Position open: 1 FTE learning loss para, 2 FTE paras
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?	Corwin Learning Walks and Teacher Clarity, Relationship building, De-escalation training, GEI process.	
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?	Mar	
	Yes	
SECTION 7: Family Needs/Community Relations		Notes
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes	We provide math, ELA, SEL family engagement opportunities. PTO
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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?		
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with 	Yes	We provide math, ELA, SEL family engagement opportunities. PTO
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have an active Site Council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes 3	We provide math, ELA, SEL family engagement opportunities. PTO
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have an active Site Council?	Yes 3 No	We provide math, ELA, SEL family engagement opportunities. PTO We provide math, ELA, SEL family engagement opportunities.
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have an active Site Council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes 3 No Yes Yes, multiple communication strategies are	We provide math, ELA, SEL family engagement opportunities. PTO We provide math, ELA, SEL family engagement opportunities. PTO Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school, 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
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have an active Site Council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exists with families? Is it adequate?	Yes 3 No Yes Yes, multiple communication strategies are utilized to communicate with families. Yes, multiple communication strategies are	We provide math, ELA, SEL family engagement opportunities. PTO We provide math, ELA, SEL family engagement opportunities. PTO Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school, 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. Communication occurs via school websites, Facebook and other social media, and through district communication. School leaders are going to
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have an active Site Council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exists with families? Is it adequate?	Yes 3 No Yes Yes, multiple communication strategies are utilized to communicate with families. Yes, multiple communication strategies are	We provide math, ELA, SEL family engagement opportunities. PTO We provide math, ELA, SEL family engagement opportunities. PTO Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school, 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. Communication occurs via school websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? 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? c. Do you have an active Site Council? d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership? e. What types of communication exists with families? Is it adequate? f. What types of communication/social media exists with your community? Is it adequate? SECTION 8: School Data	Yes 3 No Yes Yes, multiple communication strategies are utilized to communicate with families. Yes, multiple communication strategies are utilized to communicate with the community.	We provide math, ELA, SEL family engagement opportunities. PTO We provide math, ELA, SEL family engagement opportunities. PTO Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school, 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. Communication occurs via school websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.

d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
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
non-assessment related issues?	Pine Ridge Prep has a 37% chronic absenteeism rate. Students experience poverty as evidenced by a low SES percentage of 100%. Transportation is a barrier facing our families.	Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 1 FTE Learning Loss Para and .5 FTE Mental Health Mentor (ESSER).
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum providing transportation would reduce chronic absenteeism.	
b. Additional building unique items:		
	Pine Ridge Prep is located in the neighborhood it serves.	

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

N 1: Student Needs		Notes
a. Student Headcount	163	
b. Percentage of students with an active IEP	35.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	8.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	87.00%	
e. Pupil-Teacher Ratio Average	8.2	
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 classroom setting?	Yes	ESSER funded and 21st Century funded af school and summer academic and enrich 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 st performance data are reviewed monthly b building leadership team, by teachers du professional learning community meeting during monthly data consults with distric 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 Improveme
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen

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

lease consider the following questions as you complete the needs assessment for your build	ling.	
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 53%, externalizing, 49% internalizing.
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 additional, 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 2027, 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 attendant 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)

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.	
ON 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs,	ESSER and 21st Century funded after school and	
etc.)?	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	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
 c. Is current technology appropriate? If no, what technology is needed to support the curriculum? ON 4: Educational Capacities (pursuant to K.S.A. 72-3218) 	Yes	Notes
	Yes	Notes
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	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) 		
 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) 		A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w
 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) 		A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
 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 students a able to access the level of support needed to access the curriculum. Support for students w
 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) 		A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
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? 1. Sufficient oral and written communication skills to enable students to function in complex and	Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
 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? 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. 	Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services
 DN 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? 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 	Yes Yes	A tiered framework (Ci3T) to ensure students a able to access the level of support needed to access the curriculum. Support for students w need EL services or Special Education services

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

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and	Yes	
historical heritage.		
6. Sufficient training or preparation for advanced training in either academic or vocational fields so	Yes	
as to 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.		
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	All positions are funded but remain unfilled: 1 FT
guidelines, which requires every classroom to contain an educator who is certified in the content area		grade 2 (covered by sub), , 1 FTE grade 5 (covered
being taught in said classroom, and meet the goals of the school?		by sub) .5 FTE SPED Consulting Teacher
b. How many classified support staff are currently employed?	12	9 FTE Sped Paras , 1 FTE learning loss para, 1 FTE mental health mentor, .50 FTE School liasion
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students Vacancies: 1 FTE Sped Para
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	
improvement goals?	Clarity, Ci3T implementation training,	
	Relationship building, De-escalation training, KLN	
	adaptive schools training, GEI process and	
	intervention training.	
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	Flooring replacement 2nd floor
c. Are additional School Buses needed or any additional Routes needed?	No	Through grant funding, Quincy has its own van t assist with transportation needs.
SECTION 7: Family Needs/Community Relations		Notes

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

e consider the following questions as you complete the needs assessment for your b	uilding.	
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Quincy hosts two family engagement evenings focusing on Reading and Math. In additional, 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 utilize communicate with families. Communication v families occurs via school and teacher websi Facebook and other social media, TylerSis, di emails, through communication software and through district communication. School leade are committed to increasing communication v 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 teache websites, Facebook and other social media, a through district communication. School lead are going to increase community visibility.
ON 8: School Data		Notes
a. Building Attendance Rate	92.5%	
b. Building Chronic Absenteeism Rate	26.0%	
c. District Chronic Absenteeism Rate	26.8%	

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

d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
ON 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	
ON 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 1.76 the highest of all elementary schools. 43% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an 26% 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 63%, more than twice the district average and a low SES percentage of 95%. It can be difficult to engage with families at times.	The use of a grant funded school van has improved Quincy's chronic absenteeism.
1. Can these be achieved with additional resources?	Yes	

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

se consider the following questions as you complete the needs assess	ment for your building.	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach/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 Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).
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)

I 1: Student Needs		Notes
a. Student Headcount	362	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	67.00%	
e. Pupil-Teacher Ratio Average	13.9	
f. Pupil-Teacher Ratio Median		
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plan, Data-driven process and Intervention, SPED Inclusio with Co-teaching
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan, Data Driven I process and Intervention, SPED Inclusio with Co-teaching model
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect, QPS,
I. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect, Mob
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities for all stu
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 sperformance data are reviewed monthly building leadership team, by teachers d professional learning community meetin during monthly data consults with distr leadership, and as part of formal schoo 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 Improvem Goal setting conferences with student a teacher, focus students, mastery connec ensuring accommodations are provided

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 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 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. Analyzing discipline data, GEI intervention data.		
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 2022 65%, externalizing, 66% internalizing.		
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 additional, 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 2027, 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.			

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

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.	
ON 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.	
b. Are there appropriate and adequate instructional materials?	Yes	We have curriculum resources, however, at is difficult to share resources amongst relev staff.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes, however, there are times when the techr resource are not readily available or function properly
ON 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)		

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

e consider the following questions as you complete the needs assessment for your build c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students a
c. is every clinic in your school provided at least the following capacities:	103	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	Yes	
rapidly changing civilization.		
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	Yes	
that affect his or her community, state and nation.		
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	Yes	
historical heritage.		
6. Sufficient training or preparation for advanced training in either academic or vocational fields so	Yes	
as to 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.		
N 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	All positions funded but some remain unfilled
guidelines, which requires every classroom to contain an educator who is certified in the content area		FTE KG (covered by subs), , 2 FTE 1st grade
being taught in said classroom, and meet the goals of the school?		(covered by subs), , 1 FTE 2nd grade (added the
		year, (covered by sub),
b. How many classified support staff are currently employed?	14	13 FTE Sped paras, 1 FTE mental health mente
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education
		and EL students, Positions remain unfilled: 1
		Sped Para
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses,	Yes	
etc.?		
etc.? e. Are principals & other key staff trained to provide instructional leadership and professional	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)

lease sensider the following guestions as you some late the people second for your built	al:	
Please consider the following questions as you complete the needs assessment for your buil 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.	
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	Tuck Pointing Phase II, Secured Entrance
a Are additional Cabaal Ducas needed as any additional Doutes needed?	Vec	Need tied to bus driver shortage
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		Notes
ECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers? b. What types of caregiver training programs (teaching guardians how to give students help with	Yes 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	Notes

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 be	uilding.	
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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	92.5%	,
b. Building Chronic Absenteeism Rate	26.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
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

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Randolph Elem	8498	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 bui	lding.	
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 1.31.32% of students require either Special Education Services or English Learner services. Randolph has a 26% chronic absenteeism rate. and Randolph students are transient and experience poverty as evidenced by a high mobility of rate of 29% and a low SES percentage of 75%.	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach, 1.5 FTE interventionists.Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator as well as 1 FTE mental health mentor and 1 FTE Learning loss para.
b. Additional building unique items:		

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

N 1: Student Needs		Notes
a. Student Headcount	362	
b. Percentage of students with an active IEP	28.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	5.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	78.00%	
e. Pupil-Teacher Ratio Average	10.1	
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
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichm opportunities for all students.Students will receive academic support from certified an classified staff. The support on Mondays w longer sessions for students and they will to work on specific standards.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		State assessment data as well as other stu performance data are reviewed monthly by building leadership team, by teachers duri 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 Improvemen

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

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both t
	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	SRSS-IE Fall 2022 74%, externalizing, 82%
	risk for externalizing and internalizing behaviors	internalizing.
	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	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Students participate in service learning proj through their Advisor Base. Students have pl trash cans, painted benches and picked up t Avid students volunteered at Helping Hands Unified Field Day as well.

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 build	ing.	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER and 21st Century funded after school and summer academic and enrichment opportunities for all students. Students and staff will work on learning loss items and participate in enrichment activities. Students will receive academic support from certified and classified staff. The support on Mondays will be longer sessions for students and they will be able to work on specific standards.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
 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
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: Robinson Middle School	8501	6-8

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? Equ	23 /aries /es /es Equity, Corwin Learning Walks and Teacher	Health Mentor, .50 FTE School Liasion Needs depend on numbers of special educa
c. How many classified support staff are needed? Var 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? Equ	/aries /es /es Equity, Corwin Learning Walks and Teacher	Needs depend on numbers of special educa and EL students. Positions are funded but re
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? Equ	res res Equity, Corwin Learning Walks and Teacher	and EL students. Positions are funded but re
etc.? etc.? e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers? Yes f. What staff development is necessary for teachers to support student success and meet the school improvement goals? Equ	es Equity, Corwin Learning Walks and Teacher	
development to teachers? Image: Comparison of teachers in teachers i	Equity, Corwin Learning Walks and Teacher	
improvement goals? Cla Rel		
	Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, and Boystown Social Emotional Learning, and WICOR strategies.	
N 6: Facility Needs		Notes
a. Is there adequate space for student learning? Yes		All positions funded but some remain unfill FTE Math, 1 FTE SPED teacher, 1 FTE Consult Teacher
b. Are there necessary repairs and/or adjustment to the existing space that need to be made? Yes	/es	Secured Entrance
c. Are additional School Buses needed or any additional Routes needed? Yes	/es	Need related to shortage of Bus drivers

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 bu	ilding.	
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?	Robinson hosts three family engagement evenings focusing on Social Emotional Learning, Math, Reading and Stem. One event includes a flu shot clinic Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	91.6%	
b. Building Chronic Absenteeism Rate	30.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	

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.		
e. District Dropout Rate	2.7%	
		Notes
a. What is our building graduation rate	n/a	
b. What is our building dropout rate?	n/a	
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The building special needs index is 1.52, the second highest middle school index. 33% of students require either Special Education Services or English Learner services.Robinson has 30% 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 43% and a low SES percentage of 84%. 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

se consider the following questions as you complete the needs asse	essment for your building.	
2. Why or why not?	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	Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE interventionist and 1 FTE Dean of Students/Behavior coach. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).
b. Additional building unique items:		

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

N 1: Student Needs		Notes
a. Student Headcount	562	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	20.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	83.00%	
e. Pupil-Teacher Ratio Average	12.5	
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 classroom setting?	Yes	ESSER funded after school and summer acad 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 student performance data are reviewe monthly by the building leadership tea by teachers during professional learnin community meetings, during monthly of consults with district leadership, and as of formal school improvement plans. Implementing walk to learn model to ta student specific needs.
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 Grade level teams identified students to mov from level 1 to a level 2 based on data. Interventionists are targeting level 1 student students on GEI.

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

I 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 bo
	administered three times per year. Teachers also	building Mental Health Team and Buildin
	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 Ross scholars demonstrating	SRSS-IE Fall 2022 53% Internalizing, 57%
	low risk for externalizing and internalizing	externalizing.
	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.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been crea
	administered to all Kindergarten students. In	provide an easy to understand tool to be u
	additional, at Kindergarten Orientation, students	describe a student's readiness for kinderg
	are given a Kindergarten Orientation Screening	and plan for instruction for the student. The
	tool which is used to help plan for the incoming	report is also designed for parents and is
	student needs. Parents are provided with an	them with strategies to support growth at
	instructional powerpoint and Kindergarten Tool	Ross has two preschool programs; State
	Kit to begin or continue working on readiness	Preschool and Preschool Intervention Prog
	skills at home. Approximately 54% incoming	(Early Intervention).
	Kindergarten students were screened this year.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of Topeka Public Schools	
Kindergarteners)	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	

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

se consider the following questions as you complete the needs assessment for your build		
 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 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.	Ross is hosting a can food drive. Counselor targeted lessons on building civic engagem opportunities.
ON 3: Curriculum Needs		
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	Roadrunner Club, Girls on the Run and tale show are located at Ross. The district provi summer learning opportunities for all stude
b. Are there appropriate and adequate instructional materials?	Yes	Some ideas to enhance instruction: writing curriculum, grammar instuction.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Some ideas to enhance technology: updated smart boards or whole group technology.
ON 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) 	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)

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 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	Yes	
rapidly changing civilization.		
2. Sufficient knowledge of economic, social, and political systems to enable students to make	Yes	
informed choices.		
3. Sufficient understanding of governmental processes to enable the student to understand the issue	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	Yes	Moving forward, we would like to enhance o
historical heritage.		music and art enrichment that is provided a
		Ross.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so	Yes	
as to 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 the	r Yes	
counterparts in surrounding states, in academics or in job market.		
5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESE	A Yes	Positions are funded, but positions remain
guidelines, which requires every classroom to contain an educator who is certified in the content are	a	unfilled : 1 FTE grade 1 (covered by sub), 1 FT
being taught in said classroom, and meet the goals of the school?		grade 2 (covered by sub), 2 FTE grade 5 (cove
		by subs), 1 FTE Special Education Teacher.
		Currently have classrooms that are as large
		and 28. Adding fourth track next year.
b. How many classified support staff are currently employed?	28	23 FTE Sped Paras , 1 FTE EL para, 1 FTE Learn
		Loss Para, 2 Mental Health Mentors50 FTE
		school liasion
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special educat
		and EL students. Positions are funded but rer
		unfilled: 1 FTE Para.

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Ross Elementary	8465	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 build	ding.	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We need a librarian and we currently only have nurse for 580 students. We need an instruction coach.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	We would like to enhance our support for new staff members. We need an instructional coach provide guidance for mentors and mentees.
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.	
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 Light Replacement- Phase 1, Classroom Doors Replacement- Old Section
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to bus driver shortage.
CTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Family engagement nights throughout the year
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?	Ross hosts two family engagement evenings focusing on Reading and Math. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	Ross hosts many family engagement nights. In additional to at least 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 I one event MUST include a presentation on Sec Step and address bullying. Every school is required to have a minimum of two events pri- to March 9. Every school must include how the activities build parent/family capacity to supp their student(s).

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

f. What types of communication/social media exists with your community? Is it adequate? Yes, m	tilized to communicate with families. es, multiple communication strategies are tilized to communicate with the community.	
	tilized to communicate with the community.	websites, Facebook and other social media, and through district communication. School leaders
		are going to micrease community visibility.
ECTION 8: School Data	Notes	
a. Building Attendance Rate	91.9%	
b. Building Chronic Absenteeism Rate		Counselors are working to connect with families and address barriers to school attendance.
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
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	/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)

a. Based on the building leadership team's analysis, what are the barriers your school faces with	Ross receives Intensive support. Many students	In order to access the general education
non-assessment related issues?	at Ross face significant challenges. The building	curriculum Ross has been allocated a highe
	special needs index is 1.75, tied for the second	number of special education staff and EL sta
	highest elementary school index.49% of students	support students based on the student/staff
	require either Special Education Services or	for these subgroups.
	English Learner services. Ross receives	for these subgroups.
	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 26%.	
	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 34% and a 91% low SES percentage, the	
	second highest in the district. It can be difficult to	
	engage with families at times.	
 Can these be achieved with additional resources? 	Music Signature School	

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

e consider the following questions as you complete the needs assessment for your building.			
2. Why or why not?	Ross needs more administrative leadership	Added additional an additional instructional	
	support to surmount these challenges. An	coach, mental health mentor and 1 dean of	
	additional building leadership position was	students. Continue to fund 1 additional	
	created this year to address school needs. In	administration staff FTE, 1 additional FTE Dean c	
	order to access the general education curriculum	Students for a total of 2 FTEs. Ensure funding for	
	the school has been allocated a higher number	2 FTE Interventionists and instructional coach.	
	of special education staff and EL staff to support	Continue to ensure staff/student ratio for mental	
	students based on the student/staff ratio for	health/EL/SPED staff is equitable. Continue to use	
	these subgroups. Building leadership is	funds to Play for staff to attend any needed after	
	supported by district administration, an	school training. Continue to fund 2 FTE School	
	instructional coach, a school improvement	Improvement Specialists and 1 FTE Ci3T	
	specialist and a Ci3T coordinator.	Coordinator. Continue to fund .50 FTE Mental	
		Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE	
		Learning Loss Para and 2 FTE Mental Health	
		Mentor (ESSER).	
b. Additional building unique items:			

_	New desks, chairs, bulletin boards for hallwa	ys.

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

CTION 1: Student Needs		Notes
a. Student Headcount	393	
b. Percentage of students with an active IEP	18.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	42.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	75.00%	
e. Pupil-Teacher Ratio Average	12.3	Average classroom teacher to student ratio is 1:19.4 in PreK-1st and 1:21.25 in grades 2-5.
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 classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for 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 consul with district leadership, and as part of formal school improvement plans. We also set goals with students for both growth and achievement. Additionally, teachers set goals on which students will grow into the next level and which they predict will score proficient or above. We monitor and track student progress throughout the whole school year.
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; Teachers also set growth goals with students on MAP and
CTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
	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	SRSS-IE Fall 2022 Baseline: 76%, externalizing, 78% internalizing.

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

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 additional, 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	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe student's readiness for kindergarten and plan for instruction for the student. The report is also designed f parents and is sent to them with strategies to support growth at home. At Scott DL we have two preschool classrooms (one English teacher and one Spanish teacher). In this way we prepare our students for our du language model and start Spanish student's literacy foundation in their first language.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Kindergarten students were screened this year by 2027, 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 Publi Schools
e. How are successes of Individual Plans of Study being measured?	n/a	n/a
 f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) 	n/a	n/a
g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Students participate in various community service projects throughout the year mostly at a classroom ba level. They participate in Junior Achievement, Penny Wars, and the Panther Play Store.

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

ease consider the following questions as you complete the needs assessment for your build	ling.	
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	We have been in the process of researching and adopting a core Spanish phonics program and continue to purchase programs and materials for our Spanish subjects (SLA, Science, and Social Studies). Teachers share that Mystery Science (Spanish Science Resource) is a food core program, but not robust enough/doesn't provide enough material to cover 225 minutes of Science instruction a week. Additionally, Special Education and Intervention could use additional/more systematic resources for literacy in Spanish (comarable to Sonday in English). We hope that with our Spanish phonics adoption, we will also be able to purchase the corresponding Tier 2 & 3 program. As for English Language Arts, there is a need for grammar support in the upper grades.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Current technology is appropriate.
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) 	n/a	n/a
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	
 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	
 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)
	•	
Please consider the following questions as you complete the needs assessment for your build	ing.	t.
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	Positions are funded positions remain unfilled: 1 FTE DL PK Span (covered by sub), 1 FTE PreK teacher (covered by sub)1 FTE KG (Span) (covered by sub), 1 FTE grade 1 (SPAN,covered by sub), 1 FTE Grade 3 (ENG, (covered by sub) 1 FTE School Psychologist
b. How many classified support staff are currently employed?	9	7 FTE Paras, 1 FTE learning loss para, 1 FTE mental health mentor
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	We have a bilingual nurse, translator/interpreter, and two counselors, a social worker and mental health mentor.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	We are fortunate to have an outstanding instructional leadership team and to have been given the opportunity to undergo ongoing professional development with Dr. Gómez and Corwin trainer Karen Flories.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, GEI process and intervention training, Gómez and Gómez Dual Language Model and the International Baccalaureate Program.	In additional to ongoing professional development for our Gómez & Gómez Dual language Model, we also could use content-specific traning in both Math and Language arts (content based vs. pedagogy for teaching math & reading).
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Yes! Currently we have classrooms for our interventionists, special education groups, gifted classes, and counselors.
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	We have a minimum of two academic family engagement events (math and reading) and many gatherings for families to connect through our music programs and PTO events (in additional to parent/teacher conferences).
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	We support parents through our two family engagement evenings, but also provide opportunities for parents to get support in our office as needed.
	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?	activities build parent/family capacity to support	We meet 5 times a year and include our community partners.

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

e. What types of communication exists with families? Is it adequate?	Yes, multiple communication strategies are	Multiple Communication strategies are utilized to communicate with families. Communication with families
	utilized to communicate 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. Additionally, we ensure all our communications are sent in
· · · · ·		English and Spanish.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are	Communication occurs via school and teacher websites, Facebook and other social media, and through distric
	utilized to communicate with the community.	communication. School leaders are going to increase community visibility.
TION 8: School Data		Notes
a. Building Attendance Rate	94.3%	
b. Building Chronic Absenteeism Rate	10.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
TION 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	
TION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with	The building special needs index is 1.53. 60% of	Our building leadership team completed the root cause analysis process and determined that our students are
non-assessment related issues?	students require either Special Education Services	
	or English Learner services.Scott has an 10%	struggle and have to persevere.
	chronic absenteeism rate. Students are also transient and experience poverty as evidenced by	
	a mobility of rate of 11%, and a low SES	
	percentage of 87%.	
1. Can these be achieved with additional resources?	Yes	We believe that through targeted professional development, fidelity to our model, and continuing the systems v
		have in place these needs can be met. An additional resource that would expedite the process would be
		additional collaboration time for teachers to co-plan.
2. Why or why not?	In order to access the general education	Continue to fund 1 FTE instructional coach and 1 FTE Dual Language Coordinator, and 3 FTE interventionists.
	curriculum the school has been allocated a higher number of special education and EL staff	Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Pl for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists an
	to support students based on the student/staff	1 FTE Ci3T Coordinator as well as 1 FTE Mental Health Mentor and 1 FTE learning loss para (ESSER).
	ratio for these subgroups. Building leadership is	THE CIST COOLUMATOR as well as THE INICIDAL HEALTH MENTOR AND THE LEATINING IOSS PARA (ESSEN).
	supported by district administration, an	
	instructional coach, a school improvement	
	specialist and a Ci3T coordinator.	
b. Additional building unique items:		
	Scott is a dual language school	Being a dual-language school implies additional professional development time & instructional resources. We also have the added challenge of recruiting and retaining bilingual staff

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.				

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Shaner	5768	РК

1: Student Needs		Notes
a. Student Headcount	166	
b. Percentage of students with an active IEP	20.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	53.00%	
e. Pupil-Teacher Ratio Average	15.1	
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 Plan, Learning Loss Tier 2
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	Mastery Connect, Footsteps2brilliance, ASQ-3
I. Are there local assessments to measure math growth?	Yes	Mastery Connect, Footsteps2brilliance, ASQ-3
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer a and enrichment opportunities
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Student performance data are reviewed in by the building leadership team, by teach during professional learning community meetings, during monthly data consults district leadership, and as part of forma
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Data is used and goals are written to ad MyIGDIs scores
N 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Sta	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-EC) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-EC screening data is examined by b building Mental Health Team and Buildi Leadership team. These teams recommer

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Shaner	5768	РК

b. What are the targets/goals related to social/emotional growth?	By May of 2023, according to the SRSS-IE-EC, 80%	SRSS-IE-EC Fall 2022 externalizing 64%,
	of students will be in Tier I for externalizing and	internalizing 64%
	internalizing behaviors.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		
 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?	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?	Active engagement in roles and responsibilities in	
	the classroom, students take on leadership roles	
	in the classrooms	
N 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 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	
N 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 studen
		able to access the level of support needed
		access the curriculum. Support for studen
		access the curriculum. Support for student
		need EL services or Special Education servi

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Shaner	5768	РК

ease consider the following questions as you complete the needs assessment for your buil		We too show he of these but on a Dr. K
 Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization. 	Yes	We teach each of these but on a PreK appropria
2. Sufficient knowledge of economic, social, and political systems to enable students to make	Yes	
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	
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.	r Yes	
CTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESE	A No	Positions funded but remain unfilled: 3 FTE PK (
guidelines, which requires every classroom to contain an educator who is certified in the content area		blended, (1 covered by sub), 1 FTE OT (shared
being taught in said classroom, and meet the goals of the school?		with Avondale), 1 FTE Sped teacher Increase
		Special Education support, increase
		Social/Emotional Support
b. How many classified support staff are currently employed?	14	13 FTE Paras, .50 mental health mentor
c. How many classified support staff are needed?	3	Needs depend on numbers of special education
		and EL students. Positions funded but remain
		unfilled: 1 FTE special education Para,
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Shaner needs another full mental health team
elc.r		member. Shaner does not have any specials teachers. We have a library but no librarian.
e. Are principals & other key staff trained to provide instructional leadership and professional	Yes	
development to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school	Equity, Corwin Learning Walks and Teacher	
improvement goals?	Clarity, Ci3T implementation training,	
	Relationship building, De-escalation training,	
	Kagan	

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Shaner	5768	РК

ease consider the following questions as you complete the needs assessment for your bu		
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	Boiler Replacement
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	
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?	Shaner has one family engagement event a month. At least one event each year is focused on reading, math and social/emotional.	
c. Do you have an active Site Council?	No	Shaner is in the process of creating a site cour The constant turnover and need to create a new PTO each year makes this difficult.
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.	Communication with families occurs via Facebook and other social media, SeeSaw, dire emails, and through district communication.
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 with families occurs via Facebook and other social media, SeeSaw, dire emails, and through district communication.
ECTION 8: School Data		Notes
a. Building Attendance Rate	92.8%	
b. Building Chronic Absenteeism Rate	30.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
ECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	n/a	

District: 5	01 Topeka Public Schools	Bldg #	Grades Served:
School: Sl	haner	5768	РК

n/a	
n/a	
	Notes
20% of students require either Special Educa	Meeting the needs of students' behavior an social/emotional needs
Yes	Additional staff to create structures that ne students' needs in these areas. With additi staffing, we could create proactive structur meet the needs of students' social/emotion behavioral needs.
	Continue to ensure staff/student ratio mental health/EL/SPED staff is equital Continue to use funds to Play for staff attend any needed after school trainin Continue to fund 2 FTE School Improve Specialists and 1 FTE Ci3T Coordinator.
	n/a n/a 20% of students require either Special Educa Yes

b. Additional building	unique items:
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Sheldon is a fee for attendance school.	

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Sheldon	8502	РК

1: Student Needs		Notes
a. Student Headcount	217	
b. Percentage of students with an active IEP	10.00%	Head Start requires that at least 10% of o
		student population have IEPs.
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	90.00%	
e. Pupil-Teacher Ratio Average	18.1	
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 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	Mastery Connect, myIGDI, ASQ-3, COR Ac
I. Are there local assessments to measure math growth?	Yes	Mastery Connect, myIGDI, ASQ-3, COR Adv
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded summer academic and enricopportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Student performance data (myIGDIs) are r monthly by the building leadership team, teachers during professional learning cor meetings, during monthly data consults w district leadership, and as part of formal
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 Improveme
I 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-EC) is administered three times per year. Teachers also	SRSS-EC screening data is examined by bo building Mental Health Team and Buildin
	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: Sheldon	8502	РК

Please consider the following questions as you complete the needs assessment for your build	ing.	
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.	Fall 2022 57% externalizing, 51% internalizing. By May 2023, 65% of Sheldon students will be in the Tier I category for internalizing and externalizing behaviors as evidenced by the SRSS-EC screener.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	n/a
 d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) 	n/a	n/a
e. How are successes of Individual Plans of Study being measured?	n/a	
 f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) 	n/a	
g How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Students recycle, collect pop tops for charity, do voting activities and participate in keeping our school and neighborhood clean, community partners and volunteers engage with students
SECTION 3: Curriculum Needs		Notes

District:	501 Topeka Public Schools	Bldg #	Grades Served:
School:	Sheldon	8502	РК
	nsider the following questions as you complete the needs assessment for your build		
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.	ESSER funded summer school
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 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: Sheldon	8502	РК

lease consider the following questions as you complete the needs assessment for your build	ing.	
 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	
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	
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 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 funded but remain unfilled: 2 FTE PK teachers (1 blended, (covered by subs). With growing needs in SPED and mental health additional staff would better serve students' needs
b. How many classified support staff are currently employed?	27	26 FTE Paras50 Mental Health Mentor
c. How many classified support staff are needed?		Needs depend on the number of Sped, EL students Positions funded but remain unfilled: 1 FTE learning loss para.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	additional SLP to address growing speech/language needs
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, GEI process and intervention training, Kagan and SAM.	High Scope, Head Start training, SEL/Conscious Discipline, Behavior Management for tier II/III
ECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Need areas for specialists/SPED
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	bathroom/sewage, classroom doors, rain leak or ceiling, additional bathrooms
c. Are additional School Buses needed or any additional Routes needed?	Yes	house stops needed

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Sheldon	8502	РК

DN 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	home visits, conferences, family nights, Poli Council, Meet the Teacher night, field trips
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?	Sheldon hosts two family engagement evenings focusing on Reading and Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	
c. Do you have an active Site Council?	Yes	Policy Council
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Policy Council/Parent Committee
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 utiliz communicate with families. Communication families occurs via school website, Faceboo other social media, TylerSis, direct emails, through communication software and throu district communication. COR Advantage pro back and forth communication with families 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 teach websites, Facebook and other social media, through district communication. School lead are going to increase community visibility.
		Netes
DN 8: School Data a. Building Attendance Rate	90.7%	Notes

District: 501	1 Topeka Public Schools	Bldg #	Grades Served:
School: She	eldon	8502	РК

b. Building Chronic Absenteeism Rate	22.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
N 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	
ON 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?	10% of students require either Special Education Services . Sheldon has a 7% chronic absenteeism rate. Students are also transient and experience poverty as 90% of student receive free lunch.	Trauma and secondary trauma impact our student population and learn and regulate, staff to regulate and teach.
1. Can these be achieved with additional resources?	Yes	Provide training and materials to address needs and
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 ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 1 FTE Learning Loss Para and .5 FTE Mental Health Mentor (ESSER).
b. Additional building unique items:		

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

DN 1: Student Needs		Notes
a. Student Headcount	447	
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)?	81.00%	
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
 Are there local assessments to measure math growth? 	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer acade and enrichment opportunities for all student additional, State Street partners with the YWO 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 stude performance data are reviewed monthly by t 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 F

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

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by bot
	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.	•
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 67%, externalia
	risk for externalizing and internalizing behaviors	68% internalizing.
	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)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been creat
	administered to all Kindergarten students. In	provide an easy to understand tool to be u
	additional, at Kindergarten Orientation, students	describe a student's readiness for kinderg
	are given a Kindergarten Orientation Screening	and plan for instruction for the student. Th
	tool which is used to help plan for the incoming	report is also designed for parents and is
	student needs. Parents are provided with an	them with strategies to support growth at h
	instructional powerpoint and Kindergarten Tool	
	Kit to begin or continue working on readiness	
	skills at home. Approximately 48% of potential	
	new kindergarten students were screened during	
	orientation.	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves	by 2027, 80 percent of Topeka Public Schools	
Kindergarteners)	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	

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

f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves	n/a	
Grade 12)		
	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	State Street utilizes a House System strategy facility the development of a culture of community. The Houses engage in communit service projects together throughout the yea
ON 3: Curriculum Needs		Notes
	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	We would like to update our Promethean Bo in all classrooms. These technology devices dated. It would be nice to have technology capabilities that are updated and in compar to TCALC and what they offer students in the building.
ON 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)		

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

c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students a
c. Is every child in your school provided at least the following capacities:	105	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	Yes	
rapidly changing civilization.	105	
2. Sufficient knowledge of economic, social, and political systems to enable students to make	Yes	
informed choices.	103	
 Sufficient understanding of governmental processes to enable the student to understand the issues 	Yes	
that affect his or her community, state and nation.	105	
 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	Yes	
historical heritage.		
6. Sufficient training or preparation for advanced training in either academic or vocational fields so	Yes	
as to 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.		
ION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESE/	A Yes	Positions are funded, but positions remain
guidelines, which requires every classroom to contain an educator who is certified in the content area		unfilled: 2 FTE 2nd grade (covered by subs), 1
being taught in said classroom, and meet the goals of the school?		5th grade teacher (covered by sub). 1 FTE SPE
		teacher, 1 FTE SPED PK
b. How many classified support staff are currently employed?	22	18 FTE Sped Paras 1 FTE EL para, 1 FTE Learnin
		loss para, 1 FTE mental health mentor50 FTE
		school liasion.
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education
		and EL students.Positions are funded, but
		positions remain unfilled: 1 FTE Sped para

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 build	ling.	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We desperately need more mental health support such as another mental health mentor or a Dean of students. Given the number of BASR students and their IEP minutes and needs, it would be beneficial for us to have 1 FTE CT and 1 FTE BASR teacher. Due to continued illness, having a building sub is crucial for our students to continue to thrive in their learning environments given our current sub shortage. State Street has a high volume of students who visit our health clinic, it would be very beneficial for our current Nurse to have a Nurse's aide to assist with the number of students seen on a daily basis and to be able to help cover the clinic during lunch and breaks.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, guided reading, restorative circles and Social Emotional Learning. GEI process and intervention training.	Kagan Training for all Staff at the beginning of the year PD 23-24. Mastery Connect Training for all staff. A reset is needed to get all staff on the same page for how to use Mastery Connect, which assessments are non-negotiables and how to operate the program and utilize data so that we are data driven.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	Some of our furniture has been ruined due to the glue used to glue down our plexiglass shields during covid. In order to have a "shiny" school presence for all students to come and learn, we would like to be considered to replace those damaged pieces of furniture so that our building looks and is in direct alignment to the "shiny" updated furniture that TCALC has.

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 bu	uilding	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Scheduled: Roof Replacement Main Building, Fire Alarm upgrade. additional Requsts: Room 108 either recarpet or remove carpet; New carpet in front office area; Room 207/207A huge crack in the wall on both sides needs to be repaired; The ceiling that is torn where it has flooded in the main hallway repaired; Acoustic Panels going down both hallways (first and second floor) of classic side to reduce noise level. Updating drop lights on classic side upstairs and downstairs, along with the ceiling tiles.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
SECTION 7: Family Needs/Community Relations a. Do you have regular events to engage parents with teachers?	Yes	Notes We have a family and community engagement committee that plans our family engagement events. We also hold parent teacher conferences 2 times a year. We offer monthly assemblies and invite our parents to come and watch their student who is receiving an award.
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 additional, 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).	

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

c. Do you have an active Site Council?	Yes	We meet with our site council 4 times a year ar
		our Community in Schools provides lunch. We
		hold them at 12:00 during the school day and
		have had really high attendance rates this year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have had a consistent President of our PTC
		for multiple years. This year, we met with her t
		strategically plan out the dates for the entire y
		and also come up with different ways to recrui parents. We've had more parents participate t
		year than ever before.
e. What types of communication exists with families? Is it adequate?	Yes, multiple communication strategies are	Multiple Communication strategies are utilized
	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 are committed to increasing communication w
		families through home visits.
f. What types of communication/social media exists with your community? Is it adequate?	Yes, multiple communication strategies are	Communication occurs via school and teacher
	utilized to communicate with the community.	websites, Facebook and other social media, an
		through district communication. School leaders
		are going to increase community visibility.
		Notos
a. Building Attendance Rate	92.49	Notes
b. Building Chronic Absenteeism Rate	21.09	
c. District Chronic Absenteeism Rate	26.89	
d. District Graduation Rate	84.79	
e. District Dropout Rate	2.79	
FION 8A: High School Needs (buildings with grades 10 through 12 only)	2.17	Notes
a. What is our building graduation rate	n/a	
a. What is our building graduation rate	11/0	

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.		
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes

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 buildi	ing.	
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The mental health challenges are the most significant barrier for student achievement, attendance and reaching school improvement goals. This can be addressed by increasing mental health support through in school therapy and other mental health resources. Currently SS has 2 counselors and a mental health mentor, but given that we have high flyers who are not receiving any SPED related services or support for behavior, we have to find ways to continue to suppor these students throughout the entire school day. Our counselors should be focusing on lessons and pulling small groups consistently, however, they are pulled away for crisis calls and dealing with behaviors more than they should be. The building special needs index is 1.45. 39% of students require either Special Education Services or English Learner services. Families struggle to provide transportation for students as evidenced by an 21% 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 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 23% and a low SES percentage of 89%. It can be difficult to engage	Due to the high number of mental health needs at all grade levels, State Street would benefit from additional support from in school therapists, another mental health mentor and a Dean of Students. We would also like to fund 1 FTE BASR teacher and 1 FTE CT.
1. Can these be achieved with additional resources?	with families at times. Yes	

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

consider the following questions as you complete the need 2. Why or why not?	In order to access the general education	Requested: Please consider: Due to the hig
	curriculum the school has been allocated a	needs of the mental health/behaviors, add
	higher number of special education and EL staff	additional therapists, another mental healt
	to support students based on the student/staff	mentor (so we have 1 primary and 1 for up)
	ratio for these subgroups. Building leadership is	grades) and a Dean of Students. Our enroll
	supported by district administration, an	is equivalent to Williams and they have bo
	instructional coach, a school improvement	AP and a Dean of Students. Given the numb
	specialist and a Ci3T coordinator.	BASR students and their IEP minutes and ne
		would be beneficial for us to have 1 FTE CT
		FTE BASR teacher in order to run our SPED
		program effectively. Provided: Continue to f
		FTE instructional coach, and 2 FTE
		interventionists. Continue to ensure staff/st
		ratio for mental health/EL/SPED staff is equ
		Continue to use funds to Play for staff to at
		any needed after school training. Continue
		fund 2 FTE School Improvement Specialists
		FTE Ci3T Coordinator. Continue to fund .50
		Mental Health Liaison (.25 At Risk/.75 MH
		grant), 1 FTE Learning Loss Para and 1 FTE I Health Mentor (ESSER).
b. Additional building unique items:		
	Performing Arts Signature School	We have gone an entire year without having
		someone in the role of Performing Arts Teac
		Since we are a signature school, we would
		be able to hire for this role for the 23-24 sc
		year in order to continue building our prog
		and opportunities for students through the
		performing arts.

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

N 1: Student Needs		Notes
a. Student Headcount	1,512	
b. Percentage of students with an active IEP	19.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	9.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	63.00%	
e. Pupil-Teacher Ratio Average	15.1	
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 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 classroom setting?	Yes	ESSER funded after school and summer acac and enrichment opportunities for all studen
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, 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

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 build	ling.	
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. Social Emotional Growth information is collected each quarter by "homeroom" teachers and reported to students/families as part of the Report Card information.
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 2022 Baseline: 71%, externalizing,71% internalizing.
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 academic counselors. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	IPS is actively used in the pre-enrollment process to assist students with long range planning. Although there are no formal goals in Naviance, post-secondary goals are discussed with "homeroom" teachers and academic counselors.
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.	

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

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. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High	THS students and sponsors write numerous grants to fund activities such as planting tre creating medical bags for homeless persons cleaning up parks and other civic engageme
A 3: Curriculum Needs	school students also complete grant applications to fund their civic engagement.	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	
	additional 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?	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	

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

CTION 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) 	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students wh 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	
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	
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 remain unfilled: 1 FTE FACS teacher (covered by sub), 3 FTE Sped,
b. How many classified support staff are currently employed?	26	1 EL para, 21 SPED paras, 1 mental health mentor50 FTE school liasions, 2 FTE College a Career Advocates
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions funded but remain unfilled: 1 FTE Paras, 1 FTE Learning Loss para.

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

lease consider the following questions as you complete the needs assessment for your build	ding.	
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.	Topeka High School also utilizes AVID resources for use with the entire staff and focuses on the use of WICOR strategies in coordination with other district initiatives.
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	Sound and Lighting Upgrade Auditorium Phase I Univent Replacement Phase II Gutter Replacement PH3 Controls Replacement Phase II
c. Are additional School Buses needed or any additional Routes needed?	No	Transportation challenges exist and are being addressed collaboratively by the district and th bus company. Challenges affect college visits, TCALC and WIT, extra-curricular events, etc.
ECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	THS hosts two engagement evenings focusing on Reading and Math, and ACT preparation. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9.	

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

c. Do you have an active Site Council?	Yes	Meets monthly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Meets monthly and are active in any way needed especially committee membership and advisory groups.
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, direc- 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, Twitter and Instagram, and through district communication. The scrolling electronic sign and the multiple inside monitors keep staff/students/patrons up on school events and celebrations. Multiple internal groups and organizations have newsletters that are shared weekly or monthly, and the school as a whole ha a weekly newsletter for parents/staff/students/patrons (Trojan Nation Update). Tyler and Google Classroom are also used for parent communication. School leaders are going to increase community visibility.
CTION 8: School Data		Notes
a. Building Attendance Rate	88.4	1%
b. Building Chronic Absenteeism Rate	42.0)%
c. District Chronic Absenteeism Rate	26.8	3%
d. District Graduation Rate	84.7	1%
e. District Dropout Rate	2.7	7%

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

ase consider the following questions as you complete the needs assessment for your bu	ilding.	
TION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	95.5%	
b. What is our building dropout rate?	1.2	
c. What is our average comprehensive ACT score?	19.4	
TION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The building special needs index is 1.22. 28% of students require either Special Education Services or English Learner services. THS has a 42% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 32% and a low SES percentage of 72%. 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, 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 us funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTI Learning Loss Para and 1.5 FTE Mental Health Mentor (ESSER).
b. Additional building unique items:		

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.

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

DN 1: Student Needs		Notes
a. Student Headcount	1,083	
b. Percentage of students with an active IEP	23.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	52.00%	
e. Pupil-Teacher Ratio Average	14.1	
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 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 classroom setting?	Yes	ESSER funded after school and summer aca and enrichment opportunities for all stude
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 stu performance data are reviewed monthly by building leadership team, by teachers duri 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 Improvemen
ON 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 assess Social Emotional Growth standards and	SRSS-IE screening data is examined by both building Mental Health Team and Building Leadership team. These teams recommend

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 83%, external
	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	
 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	TWHS students and sponsors write nume
	opportunity that can be seen in all TPS schools.	grants to fund activities such as planting
	Students raise money to help a classmates,	creating medical bags for homeless perso
	maintain community gardens where they grow	cleaning up parks and other civic engage
	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: Topeka West High	8540	9-12

Please consider the following questions as you complete the needs assessment for your build	ling.	
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 additional 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	
 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) 	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 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	

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

ir Yes	
	Notes
	Positions funded but remain unfilled: 1 FTE so
a	studies teacher, 1 FTE Sped Teacher
18	15 SPED Paras,1 learning loss para 1 Mental Health Mentor. 1 Mental Health Interventionis
Varies	Needs depend on numbers of special educatio and EL students. Positions funded but remain unfilled: 1 FTE EL Para, 1 FTE Para, 1 FTE Colleg and Career Advocate
Yes	
Yes	
Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation, Social Emotional Learning,, UDL principles, Naviance and BASR room policies.	
	Notes
Ves	
Yes	Flooring replacement- Choir Room and Auxili Gym Lobby
No	
	Notes
	Varies Varies Yes Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation,Social Emotional Learning,, UDL principles, Naviance and BASR room policies. Yes Yes Yes

District: 501 Topeka Public Schools	Bldg #	Grades Served:
School: Topeka West High	8540	9-12
lease consider the following questions as you complete the needs assessment for your bu		
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. 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 utilize communicate with families. Communication w families occurs via school and teacher websi Facebook and other social media, TylerSis, din emails, through communication software and through district communication. School leade are committed to increasing communication w 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 teache websites, Facebook and other social media, a through district communication. School leade are going to increase community visibility.
ECTION 8: School Data		Notes
a. Building Attendance Rate	91.2	

Section 6. School Bata		Notes
a. Building Attendance Rate	91.2	
31 Building Chronic Absenteeism Rate	34.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	95.9%	

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

b. What is our building dropout rate?	1.4	
c. What is our average comprehensive ACT score?	17.9	
DN 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 1.01. 25% of students require either Special Education Services or English Learner services. TWHS has a 34% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 25% and a low SES percentage of 59%. 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.	Add 1FT Mental Health Interventionist (ESSE Continue to fund 1 FTE instructional coach (ESSER).Continue to ensure staff/student rati mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to atte any needed after school training. Continue t fund 2 FTE School Improvement Specialists a FTE Ci3T Coordinator as well as 1 FTE Menta Health Mentor and 1 FTE learning loss para (ESSER).

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

ECTION 1: Student Needs		Notes
a. Student Headcount	436	
b. Percentage of students with an active IEP	29.00%	Includes Most Pure Heart Students.
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	59.00%	
e. Pupil-Teacher Ratio Average	11.2	
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	BLT is doing root cause analysis to look deepe into differences between achievement.
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
 Are there local assessments to measure math growth? 	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer acad and enrichment opportunities for all student Early Morning Warriors, Student Council, Geography Bee, Spelling Bee, Financial Litera Night, Multicultural Night, SEL Night
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 stude performance data are reviewed monthly by t 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. Instructional team sets with students for KAP.
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 F We monitor our bubble kids and provide intentional intervention and opportunities for these students to help get them to the next le This is reviewed weekly with 3rd-5th grades monitored as an instructional team.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star	Recognition plans/rubrics)	This is reviewed weekly

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

se consider the following questions as you complete the needs assessment for your build	ling.	
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. We identified students with high-risk internally did Save One Student to meet with those stu and have an extra connection with them.
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 2022: Externalizing - 73%; Internalizing - 64%. SRSS-IE Winter 2022: Externalizing - 71%; Internalizing - 60%.
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 additional, 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 provide an easy to understand tool to be us describe a student's readiness for kinderga and plan for instruction for the student. The report is also designed for parents and is s them with strategies to support growth at h
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	by 2027, 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-old students in attendance in Topeka Public Schools. Staff utilizes KAPP and Camp Kindergarten throu Discovery Center as additional opportuniti students that might need extra support.
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: Whitson Elem	8512	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

g How are you ensuring students are civically engaged?	Community service is a civic engagement	Our BLT completed the Civic Engagement Survey
	opportunity that can be seen in all TPS schools.	with detailed things we are doing as a school.
	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.	
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	
etc.)?	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	Touch screen smart boards would be helpful.
CTION & Educational Consultion (numerication (C.A. 72, 2210)		
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 ar
		able to access the level of support needed to
		access the curriculum. Support for students wh
		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	Yes	
rapidly changing civilization.		

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 build	ing.	
Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
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	
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	Positions funded but remained unfilled: 2 FTE Sped Teacher (1 new)
b. How many classified support staff are currently employed?	18	15 FTE Sped Paras , 1 FTE EL para, 1 learning loss para, 1 FTE mental health mentor
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions funded but remain unfilled: .
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 and/or MANDT training, GEI process and intervention training, Kagan and SAM.	
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	Update Building Management System (HVAC) Projection system updated in auditorium
c. Are additional School Buses needed or any additional Routes needed?	Yes	Students that ride the bus are often late to school, missing key instruction.

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 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?		Parent/Teacher Conferences twice a year, PTO, Site Council, Title I Family Nights, Whitson Carnival
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 at least 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	We meet quarterly.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We meet monthly.
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 websites, monthly newsletters for school and grade level, 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?		Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.1%	
b. Building Chronic Absenteeism Rate	93.9%	
c. District Chronic Absenteeism Rate	16.0%	

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

d. District Graduation Rate	84.7%	5
e. District Dropout Rate	2.7%	<u>,</u>
DN 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	
DN 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The building special needs index is 1.20. 39% of students require either Special Education Services or English Learner services. Whitson has a 16% chronic absenteeism rate. Students are also transient and experience poverty as evidenced by a mobility of rate of 18%, and a low SES percentage of 66%.	
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 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SI staff is equitable. Continue to use funds to for staff to attend any needed after schoo training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator as well as 1 FTE Mental Heal mentor and 1 FTE Learning Loss para (ESS
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)

N 1: Student Needs		Notes
a. Student Headcount	421	
b. Percentage of students with an active IEP	29.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	86.00%	
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 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 classroom setting?	Yes	ESSER funded after school and summer ac and enrichment opportunities for all stud
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 st performance data are reviewed monthly b building leadership team, by teachers du professional learning community meeting during monthly data consults with distric 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 Improveme
ON 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Sta	Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and	SRSS-IE screening data is examined by bo building Mental Health Team and Buildin Leadership team. These teams recommen
	report student progress on quarterly grade cards.	•

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)

ease consider the following questions as you complete the needs assessment for your build	ling.	
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 2022 Baseline: 53%, externalizing, 62% internalizing.
 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 	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In additional, 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. by 2027, 80 percent of Topeka Public Schools	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.
Ging in building serves Kindergarten Readiness ? (only in building serves Kindergarteners)	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: Williams Science and Fine Arts Magnet School	8513	K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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.	
ION 3: Curriculum Needs		Notes
	ESSEP funded after school and summer academia	
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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	We would like to update our Promethean Bo in all classrooms. These technology devices dated. It would be nice to have technology capabilities that are updated and in compar to TCALC and what they offer students in the building. Additionally, we would like all classrooms to have an ActivSlate and personal/wearable microphones. We need speakers for each pod area (to work with cu projectors in pods). Updated projector and system for gymnasium.
ION 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		

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 build 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	
SECTION 5: Staff Needs		Notes

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)

ease consider the following questions as you complete the needs assessment for your build	ling.	
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	. Yes	Positions are funded, but positions remain unfilled: 1 FTE grade 2 (new,, covered by Sub), 1 FTE grade 3 (covered by sub), 2 FTE grade 4 (covered by sub), 3 FTE Grade 5 (2 covered by subs). Currently we have 1.5 social workers but student needs and minutes outlined in IEPs indicate a need for at least an additional full-tin social worker. Due to continued illness, having a building sub is crucial for our students to continue to thrive in their learning environments given our current sub shortage. With student behavior, staff turnover, and continued focus on academic improvement, it is essential for our building to continue to have a full-time Dean of Students and a full-time Instructional Coach.
b. How many classified support staff are currently employed?	11	12 FTE Sped Paras, 1 FTE Mental Health Mentor, .50 FTE school liasion.
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions funded but remain unfilled: 2 FTE Paras.
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.	Kagan Training for all Staff at the beginning of th year PD 23-24. Mastery Connect Training for all staff. A reset is needed to get all staff on the san page for how to use Mastery Connect, which assessments are non-negotiables and how to operate the program and utilize data so that we are data driven. Additionally, our staff would benefit from trauma-informed training and continued professional development with Corwi and KLN, as we are a school on improvement.

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)

lease consider the following questions as you complete the needs assessment for your building.			
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	Scheduled: Upgrade Horns and Strobes, Other requests: There are areas that need an upgrade order for the building to look professional (ie. large tear in the fabric of our stage door, old gymnasium lights that are on one circuit pane lunchroom tables that are 25 years old and breaking in areas, office counter has chips in t laminate, multiple damaged ceiling tiles)	
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need tied to bus driver shortage	
TION 7: Family Needs/Community Relations		Notes	
a. Do you have regular events to engage parents with teachers?	Yes	We have a family and community engagemen committee that plans our family engagement events. We also hold parent teacher conferer 2 times a year. We offer monthly assemblies invite our parents to come and watch their student who is receiving an award.	

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 bu	ilding.	
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?	Williams hosts two family engagement evenings focusing on Reading and Math. In additional, 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 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.
SECTION 8: School Data		Notes
a. Building Attendance Rate	92.5%	

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Please consider the following questions as you complete the needs assessment for your build	ling.	
b. Building Chronic Absenteeism Rate	23.0%	We have implemented many action steps this year to address chronic absenteeism. (Home visits, attendance data monthly in newsletters, email/phone communication with families, attendance tips for success in each newsletter, awards/assemblies recognizing food attendance for students and parents, quarterly drawing for those with perfect attendance, and various other incentives and rewards.) This percentage has decreased by 21% since last school year.
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	
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

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 build	ding.	
a. Based on the building leadership team's analysis, what are the barriers your school faces with	Within the 31% of students receiving special	As our current attendance area is not
non-assessment related issues?	services, additional support staff are needed to	"neighborhood-based," our families depend on
	support students with extreme areas of need. For	bussing to get students to school. Staffing, in that
	instance, when a student requires one-on-one	we need to be fully staffed and would benefit from
	support based on their BIP and IEP, additional	additional staff to meet student needs, and our
	support needs to be added to the school to help	staff need training on how to meet the needs of
	so all students are receiving the needed supports.	our specific students. In an effort to address the
	In additional, given the number of students	increasing academic gaps for our students, we
	receiving mental health or McKinney Vento	feel that our students would benefit from smaller
	supports, additional mental health personnel	class sizes which would allow for more direct
	would be extremely helpful for not only the	instruction and less behavioral disruptions.
	school building staff and students, but families	
	as well. As a building on improvement, it is	
	imperative that we are fully staffed with	
	highly-qualified educators. With nearly 50% of	
	students displaying externalizing behaviors	
	(based on SRSS data, discipline referrals, and	
	crisis calls), our staff and students would benefit	
	from an additional dean of students. Frequent	
	staff turnover each year, due to student behaviors	
	and lack of parent engagement/support, prohibits	
	our ability to maintain momentum towards	
	student improvement. Williams receives	
	comprehensive support for improvement. The	
	building special needs index is 1.56.36% of	
	students require either Special Education Services	
	or English Learner services. Families struggle to	
	provide transportation for students as evidenced	
	by a 23% 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	
22	evidenced by a mobility of rate of 32% and a low	
	SES percentage of 93%, the second highest in the	
	district. It can be difficult to engage with families	

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 Can these be achieved with additional resources? 	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff rat for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Requested: Equitable is not always equa comes to low-performing schools. The les support needed for students requires ad to staff and highly-qualified staff. Recomme 2 FTE Dean of Students, 3 FTE Social Wor FTE Counselors, continue to fund Learnin Para and Mental Health Mentor, and allo smaller class sizes (or adhere to class si hire additional teachers). Continue to fur instructional coach, 2 FTE interventionist FTE Dean of Students. Provided : Continue ensure staff/student ratio for mental health/EL/SPED staff is equitable. Contin funds to Play for staff to attend any need school training. Continue to fund 2 FTE S Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Me Health Liaison (.25 At Risk/.75 MHIT gran Learning Loss Para and 1 FTE Mental Hea Mentor (ESSER).
b. Additional building unique items:		
	Williams is a Fine Arts and Science Magnet School	Upkeep and resources needed for our five classrooms: rainforest, greenhouse, dese space, and art lab. Technology upgrades for conference roor