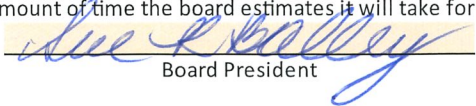


2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: 501 Topeka Public Schools

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.


Board President


Date

School	Grades Served	Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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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

School	Grades Served	Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
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<p>Avondale Academy</p>	<p>K-12, NG</p>	<p>Avondale Academy is a unique building servicing high needs at risk students who need smaller settings, students on short term suspension and virtual students. 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.</p>	<p>Continue to fund 1 FTE College and Career Advocate through ESSER funding. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 92% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level (s) in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education 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.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Capital City School</p>	<p>7-12,NG</p>	<p>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.</p>	<p>Continue to fund special education teaching staff at an increased student to teacher ratio of 4.5:1. Continue to fund para to teacher ratio of 3.75/:1. Continue to ensure staff/student ratio for mental health and EL staff is equitable. Continue to use funds to 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 96% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level (s) in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education 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.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Chase	6-8	<p>The building special needs index is 1.52. 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.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, 1 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Pay for staff to attend any needed after school training 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 88% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level (s) in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and ELL students achieving a level 2, 3 or 4 will, on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Eisenhower	6-8	<p>Eisenhower 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.</p>	<p>Add 1 FTE Assistant principal, 1 FTE Dean of Students, and 1 FTE SPED Consulting Teachers. Continue to fund 1 FTE instructional coach, 1 FTE interventionists and 1 FTE learning loss para through ESSER funding, .50 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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, 1 FTE Mental Health interventionist and 1 FTE Mental Health Mentor (ESSER).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 92% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 55% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>French</p>	<p>6-8</p>	<p>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.</p>	<p>Continue to fund 1 FTE instructional coach, 1 FTE mental health mentor and 1 FTE learning loss paraj through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Pay for staff to attend any needed after school training. Continue to fund and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 76% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 15% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Highland Park Central</p>	<p>K-5</p>	<p>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.</p>	<p>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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 93% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years,3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Highland Park High School</p>	<p>9-12</p>	<p>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.</p>	<p>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 Pay 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 94% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Hope Street Academy</p>	<p>9-12</p>	<p>Hope Street Academy is a unique building servicing at risk students who need a smaller setting. The building special needs index is 1.40. 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.</p>	<p>Continue to fund .25 FTE instructional coach using ESSER funds. Continue to fund a teacher to student ratio of 6:1 using at risk funding. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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. .75 FTE School Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 90% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 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.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Jardine Elementary</p>	<p>K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)</p>	<p>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. Providing transportation to would improve access, however the bus driver shortage has impacted the ability to provide transportation. Additionally our students show risk for social emotional concerns. JES students are also transient as evidenced by a mobility of rate of 22% and experience poverty evidenced by a 79% low SES population. It can be difficult to engage with families at times.</p>	<p>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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 79% of students score Level 1 and 2 on their KAP assessment. In 2-4 years,25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Jardine Middle</p>	<p>6-8</p>	<p>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.</p>	<p>Continue to fund 1 FTE instructional coach 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 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 84% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Landon	6-8	<p>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.</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Play for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator.</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 82% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 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.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Lowman Hill</p>	<p>K-5,PK (w/IEP),PK ,PKAR (4 YO)</p>	<p>Lowman Hill received Target Assisted Support. The building special needs index is 1.75, the second highest elementary 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 provide transportation to/from these programs. Additionally our students show significant risk for social emotional concerns. The 2022-2023 documents that 26 students received in-school therapy; 20 students were receiving out of school therapy and we had a wait list with 10-15 more to recommended to receive therapy. LH students are also very transient and experience poverty as evidenced by a mobility of rate of 23% and a low SES percentage of 88%..</p>	<p>Continue to fund 1 FTE instructional coach through ESSER funding, and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 81% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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McCarter	K-5,PK (w/IEP),PK ,PKAR (4 YO)	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%.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists.Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 68% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 10% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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McClure	K-5,PK (w/IEP),PK ,PKAR (4 YO)	The building special needs index is 1.31. 28% of students require either Special Education Services or English Learner services. McClure has a 24% 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%.	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.	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 58% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 15% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 30% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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McEachron	K-5,PK (w/IEP),PK ,PKAR (4 YO)	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%.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 64% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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Meadows	K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)	The building special needs index is 1.65 which is the 3rd highest elementary school index. 38% of students require either Special Education Services or English Learner services. Meadows has a 23% chronic absenteeism rate. and Meadows students are transient and experience poverty as evidenced by a high mobility of rate of 48% and a low SES percentage of 85%..	Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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).	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 71% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 15% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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<p>Pine Ridge Prep</p>	<p>PK</p>	<p>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.</p>	<p>Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to Pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund 1 FTE Learning Loss Para and .5 FTE Mental Health Mentor (ESSER).</p>	<p>All students will be assessed regularly using Mastery Connect, myIGDI, ASQ-3, and COR Advantage.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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<p>Quincy</p>	<p>K-5,PK (w/IEP),PK ,PKAR (4 YO)</p>	<p>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.</p>	<p>Continue to fund 1 FTE instructional coach/dean of students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 78% of students score Level 1 and 2 on their KAP assessment.. In 2-4 years, 20% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Randolph	K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)	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%.	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.	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 70% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 20% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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Robinson	6-8	<p>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.</p>	<p>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 Pay 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 88% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Ross</p>	<p>K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)</p>	<p>Ross receives Intensive support. Many students at Ross face significant challenges. The building special needs index is 1.75, tied for the second highest elementary school index.49% of students require either Special Education Services or English Learner services. Ross receives comprehensive support for school improvement, the only elementary school in the district with that designation. Families struggle to provide transportation for students. This is evidenced in the school's chronic absenteeism rate of 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.</p>	<p>Added additional an additional instructional coach, mental health mentor and 1 dean of students. Continue to fund 1 additional administration staff FTE, 1 additional FTE Dean of Students for a total of 2 FTEs. Ensure funding for 2 FTE Interventionists and 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 2 FTE Mental Health Mentor (ESSER).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 91% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 45% of students scoring a level 1 will increase their KAP score performance by one or more level 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.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Scott</p>	<p>K-5,PK (w/IEP),PK ,PKAR (4 YO)</p>	<p>The building special needs index is 1.53. 60% of students require either Special Education Services or English Learner services.Scott has an 10% 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%.</p>	<p>Continue to fund 1 FTE instructional coach and 1 FTE Dual Language Coordinator, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 79% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years,3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of students special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Shaner	PK	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).	All students will be assessed regularly using Mastery Connect, myIGDI, ASQ-3, and COR Advantage.	<p>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.</p> <p>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.</p> <p>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.</p>
Sheldon	PK	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.	<p>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.</p> <p>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.</p> <p>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.</p>

<p>State Street</p>	<p>K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)</p>	<p>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 with families at times.</p>	<p>Continue to fund 1 FTE instructional coach, and 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 80% of students score Level 1 and 2 on their KAP assessment.In 2-4 years, 20% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Topeka High</p>	<p>9-12</p>	<p>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.</p>	<p>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 use funds to Pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. 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).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 87% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 35% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates, a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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<p>Topeka West High</p>	<p>9-12</p>	<p>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.</p>	<p>Add 1FT Mental Health Interventionist (ESSER), Continue to fund 1 FTE instructional coach (ESSER).Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).</p>	<p>All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 84% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 30% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 15% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.</p>	<p>By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.</p>
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Whitson	K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)	The building special needs index is 1.20. 39% of students require either Special Education Services or English Learner services. Whitson has a 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%.	Continue to fund 1 FTE instructional coach, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 67% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 10% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 25% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 5% of students scoring a level 3 will their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education and EL students achieving a level 2, 3 or 4 will on both the KAP reading and math assessments will increase by 35%. Realizing that Topeka Public School's high mobility rate impacts KAP performance rates , a realistic goal is that all students who have been in our district at least five years will score a level 3 or 4 in both math and reading KAP tests by 2029.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the two subgroups which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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Williams	K-5,PK (w/IEP),PK ,PKAR (3 YO),PKAR (4 YO)	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 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 at times.	Continue to fund 1 FTE instructional coach, 2 FTE interventionists and 1 FTE Dean of Students. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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).	All students, including transient students in attendance for less than five years, will be monitored and provided with instruction and interventions which will increase their academic growth as measured by the KAP assessments. 88% of students score Level 1 and 2 on their KAP assessment. In 2-4 years, 25% of students scoring a level 1 will increase their KAP score performance by one or more level in both reading and math. In 1-3 years, 20% of students scoring a level 2 will increase their KAP score performance by one more level in both reading and math. In 1-3 years, 3% of students scoring a level 3 will improve their KAP score performance to level 4 in both reading and math. In 2-4 years, the percentage of special education students achieving a level 2, 3 or 4 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.	By addressing each KAP level separately, it is believed that the district can more clearly demonstrate growth and response to intervention at each tier. Additionally, by focusing on the special education subgroup which need the most academic support to access the curriculum, the school can monitor growth and response to the interventions in these subgroups.
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

SECTION 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
f. Pupil-Teacher Ratio Median	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 30% externalizing, 20% internalizing. Avondale in specializes in students with behavioral concerns .
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	Avondale students haven written grants to beautify their building grounds.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 liaison
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.	

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 Ceiling and lights replacement
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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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	33.8%	
b. What is our building dropout rate?	37.2%	
c. What is our average comprehensive ACT score?	n/a	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Avondale Academy is a unique building servicing high needs at risk students who need smaller settings, students on short term suspension and virtual students. 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 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:	Alternative school, virtual school	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

SECTION 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
f. Pupil-Teacher Ratio Median	Special Education Special Purpose School
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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: 14% externalizing, 30% internalizing. Capital City specializes in students with emotional and behavioral disorders.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	n/a	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	n/a	
e. How are successes of Individual Plans of Study being measured?	Individualized Plans of Study (IPS) plans are updated regularly by students and reviewed by staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.	
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)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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 1 FTE Special education position remains unfilled.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.	

SECTION 6: Facility Needs

		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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%	
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	89.5%	
b. What is our building dropout rate?	3.8%	
c. What is our average comprehensive ACT score?	14.0	
SECTION 9: Other Data		Notes

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>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.</p>	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. 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.</p>	<p>Continue to fund special education teaching staff 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/student ratio for mental health and EL 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).</p>
<p>b. Additional building unique items:</p>	<p>Special Education Special Purpose School</p>	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

SECTION 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, AB intervention
j. Is there a tiered system of support to target math growth?	Yes Ci3T Implementation Plans, AB intervention, need math interventionist
k. Are there local assessments to measure reading growth?	Yes Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes Map, 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 after school and summer academic and enrichment 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 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. 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 Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed. SEL rubrics as part of AB.
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 , 82% 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?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Chase's Student Council and Boy's basketball team participates in Harvesters. Chase has a peer mentoring group which hosts neighborhood clean ups.

SECTION 3: Curriculum Needs		Notes
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.	need AVID tutors

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	several new projectors needed as well as promethean boards

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 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 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

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	Notes Positions are funded, but positions remain unfilled: 1.0 FTE SPED Teacher, .5 FTE Computer Teacher (filled by sub).
b. How many classified support staff are currently employed?	13	11 Sped Paras, 1 Mental Health Mentor. .50 FTE school liasion

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions are funded but remain unfilled:1 FTE Learning Loss para, 1 FTE 1 EL Para,
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 building more; new staff needs training previous staff have had

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	HVAC Replacement - Phase two The partition walls need to be made into permanent walls.
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers. More routes in place to support areas that don't meet the distance requirement but are in unsafe neighborhoods, Timberlee/Ripley

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	Yes	PT conferences; Back to School night; family engagement night; 5th grade parent night
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

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	

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. 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 do not want their students walking through unsafe neighborhoods. Trauma informed care and SEL opportunities
1. Can these be achieved with additional resources?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach 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).</p>
<p>b. Additional building unique items:</p>	<p>Chase is a signature Performing Arts School</p>	<p>We need to fund a coordinator for the signature school title.</p>
	<p>Chase is an AVID school</p>	<p>Need a teacher for the performing arts program</p>
		<p>Need sped teacher, Math interventionist, ELA teacher We also need continued staff development on AVID with new staff and refresher courses for current staff</p>

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

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

SECTION 1: Student Needs		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	
i. Is there a tiered system of support to target reading growth?	Yes	Ci3T Implementation Plans
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plans
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
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: 52%, externalizing, 72% 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?	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 classmate, 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.	

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

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

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Tutoring sessions with topics determined by Fastbridge, State Assessment lowest indicators for individual students and school overall.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
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	
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 7 positions remain unfilled: 1 FTE EL , 1 FTE FACS (covered by sub), 2 FTE ELA (covered by subs) , 2 FTE Science (covered by sub), 1 FTE Special education
b. How many classified support staff are currently employed?	16	14 Sped Paras, 1 Mental Health Mentor, .50 FTE school liaison
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 as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

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

Please consider the following questions as you complete the needs assessment for your 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.
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SECTION 6: Facility Needs

a. Is there adequate space for student learning?	Yes	Notes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	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/Community Relations

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?	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

a. Building Attendance Rate	89.9%	Notes
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 Needs (buildings with grades 10 through 12 only)

a. What is our building graduation rate	n/a	Notes
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

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

SECTION 9: Other Data		Notes
<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>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.</p>	<p>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 highly 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 families due to a lack of up to date phone numbers, working phones and language. The population at Eisenhower could benefit from district resources that are not available for each student (we are 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 SRSS-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 Step, 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 stay for after school events, while other schools have this. The result is that EMS 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 access to tobacco (vapes) 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, suicidal statements, students in foster care, parents that are incarcerated, students that have criminal involvement (parole officers, 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 KAP and MAP assessments.</p>
<p>1. Can these be achieved with additional resources?</p>	<p align="center">Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>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 for math per grade level (6 total), 3 assistant principals, 3 Deans of Students, full time Activity 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 staffed, 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 continue 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 fund 1 FTE instructional coach, 1 FTE interventionists and 1 FTE learning loss para through ESSER funding, .50 FTE Dean of Students and 1 FTE interventionist. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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, 1 FTE Mental Health interventionist and 1 FTE Mental Health Mentor (ESSER).</p>

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

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

b. Additional building unique items:

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

SECTION 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, Classroom Assessments
l. Are there local assessments to measure math growth?	Yes	Map, Mastery Connect, Classroom Assessments
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 student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 addressed in climate survey
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 84%, externalizing, 88% 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?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	French students participate in various community service projects. Students also intern at a local restaurant.

SECTION 3: Curriculum Needs	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. Staff will identify students based on MAP/KAP scores to be recommended for program. We will continue to look at data to help students make gains to address their learning loss and monitor their progress.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	One to One chromebooks, Promethean/Smart boards, Concern about technology maintenance

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	
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.	No	We do not have the courses to support vocational skills except FACS and Project Lead the Way

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 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 Mentor
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 staff based on current issues/more teacher choice, time to process and collaborate on PD sessions
SECTION 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, interior 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
SECTION 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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What 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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

		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 1.11. 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 effects - social/emotional needs, parental support, continual budgeting crisis for state, teacher shortage, district and legislative mandates. We are entering a major teacher shortage in which 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. 1 FTE mental health mentor and 1 FTE learning loss para 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 and 1 FTE Ci3T Coordinator.
b. Additional building unique items:		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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 57%, 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 48% of potential new kindergarten students were screened during orientation.	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. 100% of Kindergarten students completed the ASQ-3 and ASQ-SE2 in September 2022.
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.	
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Highland park Central utilizes a House System strategy to facility the development of a culture of community. The Houses engage in community service projects together throughout the year.
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SECTION 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 abilities--standard based	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	We would like to update our Promethean Boards in all classrooms. These technology devices are dated. It would be equitable to have technology capabilities that are updated and in comparison to TCALC/Jardine and what they offer students in their building.

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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 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	
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.	

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	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 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	Need related to bus driver shortage

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

a. Do you have regular events to engage parents with teachers?	Yes	
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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

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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>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).</p>
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<p>b. Additional building unique items:</p>		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the 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 80%, externalizing, 85% 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 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.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. In addition to learning loss, 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	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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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 3 FTE special education positions (2 covered by subs), 1 FTE Psychologist,
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.	

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	Roof Replacement Roof Replacement Daycare Tuck Pointing Chiller Replacement South / North

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

c. Are additional School Buses needed or any additional Routes needed?	No	
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SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	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 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	89.1%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. 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

		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Highland Park High School receives 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.
1. Can these be achieved with additional resources?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>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 Pay 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).</p>
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b. Additional building unique items:

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
f. Pupil-Teacher Ratio Median	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the 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 73%, externalizing, 72% 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 staff. IPS plans are also assessed for completeness at least annually. Successes are also measured by students' successful achievement of their identified goals.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	95% for Four-Year and Five-Year Adjusted Cohort Graduation Rate, attendance and 75% post secondary success rate.	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	Hope street students volunteer at voter registration events, advocated for a vaccine lottery and wrote advocacy letters for other causes.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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. 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	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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SECTION 5: Staff Needs

		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	1	.50 FTE school liaison
c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students. Positions are funded but remain 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 Burnett),
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.	

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	Chiller Replacement
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What 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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What is our building dropout rate?	2.3%	
c. What is our average comprehensive ACT score?	14.3	

SECTION 9: Other Data

		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	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 coach using ESSER funds. Continue to fund a teacher to student ratio of 6:1 using at risk funding. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator. Continue to fund .50 FTE Mental Health Liaison (.25 At Risk/.75 MHIT grant), 1 FTE Learning Loss Para. .75 FTE School Coordinator.
b. Additional building unique items:	Alternative school	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans	
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	
	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 64%, externalizing, 75% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 48% of potential new kindergarten students were screened during orientation.	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.	
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Farm to Table, Composting,
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SECTION 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 abilities--standard 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	

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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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: 1 FTE 4th grade (covered by sub),1 FTE Interventionist, 1 JAG academy special education 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 Mentor. .50 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 Learning</i> .	

SECTION 6: Facility Needs

		Notes
a. Is there adequate space for student learning?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. 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

SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	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 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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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%
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 1.28. 31% of students require either Special Education Services or English Learner services. Some families struggle to provide transportation for students. Providing transportation to would improve access, however the bus driver shortage has impacted the ability to provide transportation. Additionally our students show risk for social emotional concerns. JES students are also transient as evidenced by a mobility of rate of 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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>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).</p>
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<p>b. Additional building unique items:</p>	<p>Jardine also includes JAG, a special education special purpose school for students with significant social emotional behavioral needs</p>	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

SECTION 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 intervention
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, common formative assessments
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect, common 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 academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 84%, externalizing, 91% 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?	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. They also intern at a local restaurant.

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. 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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Updated projectors and promethean/SMART boards
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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	
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	We do not have the courses to support vocational skills except FACS and Project Lead the Way.

SECTION 5: Staff Needs

		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	17	2 EL Paras and 12 Sped Paras, 1 learning loss para, 1 Mental Health Mentor. .50 FTE School Liasion

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

c. How many classified support staff are needed?	Varies	Needs depend on numbers of special education and EL students
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, CI3T implementation training, Relationship building, De-escalation training, and Boystown Social Emotional Learning, Mastery Connect	

SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	No	We are running out of room for size. Conference room is a classroom now, and BASR has 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

SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Conferences, PTO, Back to School Nights, Title 1 Nights with Jardine Elem

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What 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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

		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 1.36. 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 and 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 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 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:		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

SECTION 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, Classroom Assessments, iXL
l. Are there local assessments to measure math growth?	Yes	Map, Mastery Connect, Classroom Assessments, 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 and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 82%, externalizing, 94% 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?	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 opportunities within the Landon community.

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. Math and ELA intervention program--students recommended by Math & ELA teachers and by assessment data	
b. Are there appropriate and adequate instructional materials?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	1 to 1 chromebooks; SMART boards (outdated and much of the software is not compatible - given to us when being disposed of by another school - lack of training)
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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	
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.	No	We do not have vocational skills accept FACS and Project Lead the Way

SECTION 5: Staff Needs

a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	Positions are funded, but 1 ELL teacher position remains vacant. 1 FTE sped Teacher
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

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	

SECTION 6: Facility Needs

a. Is there adequate space for student learning?	No	Notes Choir class is held in auditorium, We have teachers that share classrooms, We do not have additional spaces for small group work or testing.
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

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

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	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).	Counselors provide a bullying and sexual harassment presentation to all students
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

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 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 utilized to communicate with the community.	Communication occurs via school website, 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	93.0%	
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%	

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 building.

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The building special needs index is 1.14. 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.</p>	<p>Addressing the increasing number in special education, working with Pandemic after effects - social/emotional needs, parental support, continual budgeting crisis for state, teacher shortage, district and legislative mandates</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach 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, as well as 1 FTE Mental Health Mentor and 1 FTE Learning loss para (ESSER).</p>
<p>b. Additional building unique items:</p>	<p>We do not have any space to include an IIC room</p>	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: 501 Topeka Public Schools

Bldg #

Grades Served:

School: Lowman Hill Elem

8472

K-5,PK (w/IEP),PK,PKAR (4 YO)

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Yes	ESSER funded after school and summer academic
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 Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low	SRSS-IE Fall 2022 Baseline: 62%,
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are	The ASQ Parent Tool/Report has been created to
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	We have PIP and a state-funded Pre-K program at Lowman Hill that feed into our school, this helps
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 opportunity that can be seen in all TPS schools	Students across grade levels are doing projects once a year and presenting. STUCO is also
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	We currently have quarterly after school

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
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		
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	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	
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	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,	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	Classroom Management and PBIS supports
SECTION 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
SECTION 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 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	93.5%	
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%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Lowman Hill received Target Assisted Support. The building special needs index is 1.75, the second highest elementary 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	In addition to transportation needs, we have a 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 denied, due to level physical aggression, inpatient services at the hospital mental health
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:		

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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 69%, externalizing, 79% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	by 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.	
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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

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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 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	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation training, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: guided reading, Kagan, Seesaw.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Yes	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 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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.
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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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 through ESSER, 2 FTE interventionists and 1 STEAM teacher. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to pay for staff to attend any needed after school training. Continue to fund 2 FTE School Improvement Specialists and 1 FTE Ci3T Coordinator as well as 1 FTE Learning Loss Para and 1 FTE Mental Health Mentor (ESSER).
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b. Additional building unique items:		
	This is a STEAM building.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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 students who are white/multi racial and black/hispanic 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
l. Are there local assessments to measure math growth?	Yes Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 77% externalizing, 81% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home. 100% of students entering kindergarten have a completed ASQ.
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.	
e. How are successes of Individual Plans of Study being measured?	n/a	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

Please consider the following questions as you complete the 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.	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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

Please 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 the 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.

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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	12	9 FTE Sped Paras , 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. Positions are funded but remain 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 worker to adequately support all students and families. Currently, a 0.5 FTE social worker provides support 2.5 days a week to students who receive social work services through their IEP.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

Please consider the following questions as you complete the needs assessment for your 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, peace corners and Social Emotional Learning, GEI process and intervention training. Other topics will include: mastery connect, Kagan, morning meetings.	Intermediate phonics training, Primary phonics training, trauma informed approaches
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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	Replace windows original to the building; replace asbestos flooring;
c. Are additional School Buses needed or any additional Routes needed?	Yes	No additional are needed, but filling buses to capacity is a priority

SECTION 7: Family Needs/Community Relations

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?	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 student(s).	
c. Do you have an active Site Council?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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	93.8%	
b. Building Chronic Absenteeism Rate	12.0%	
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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The building special needs index is 1.31. 34% of 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%.</p>	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Requested: Continued funding for the 1 FTE Mental Health Mentor and Learning Loss paraprofessional. Consider funding 1 FTE social worker (currently splits between two buildings) to provide mental health services and supports to all students and families. Provided: Added an Assistant Principal. Continue to fund 1 FTE instructional coach, 1.5 FTE interventionists, 1 FTE Mental Health Mentor and 1 FTE Learning loss para (ESSER). 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.</p>
<p>b. Additional building unique items:</p>		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	Yes	<p>3rd-5th Grade students were given their past state assessment scores as well as the predictive scores from MAP testing to allow them to set a goal with their teachers support for how they will 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. We 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.</p>
<p>o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	Yes	<p>Like we shared above, students worked with their teacher to set their personal goals for performance. If they were predicted to get a 1, we shared with our students to set their goal higher and go for a 2 or if they were predicted to get a 2 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.</p>

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 63% externalizing, 64% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	by 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.	
e. How are successes of Individual Plans of Study being measured?	n/a	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 at Christmas time, does a Christmas Caroling in the neighborhood, has given money to families whose home burned down, cleaned table at PTO Pancake Feed and purchased a snow cone machine for PTO. Our student council also rings bells in December for the Salvation Army. In the past the whole school wrote letters to military personnel serving overseas.

SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	<p>ESSER funded after school and summer academic and enrichment opportunities for all students. Students work on reading and math skills in the tutoring program.</p> <p>We are concerned about next year's budget for some of our after-school programs once the ESSER dollars run out. Especially the Lego League, Robotics Club & Competitions, SumDay Math Club & Competitions, Unicycle & Growth Mindset Club Bike Club and Student Council that has allowed students to have opportunities for team building and mental health growth. Middle School and High School have staff that are paid to help supervise extra curricular activities for students, but the elementary should have the same opportunities provided as well. We need to be able to Play staff to help supervise students after school as well as if they are doing a weekend competition, activity like a car wash, or performing in a parade or at another school.</p>

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. Are there appropriate and adequate instructional materials?	No	Phonics for intermediate teachers, grammar curriculum with a scope and sequence across the 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
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)		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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
3. 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
4. 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),

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

Please consider the following questions as you complete the needs assessment for your building.		
b. How many classified support staff are currently employed?	18	16 FTE Sped 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. Positions are funded but remain unfilled:
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	The need to continue our two math and reading interventionist is very high due to what Covid learning had on all our students. Title I Funds continue to decrease that help pay for their salaries. However, we need them both full time. We can not afford to lose even a half time interventionists considering the need for support for teachers. We would like an additional counselor to meet with students, assist with the gei process, and help with attendance 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, KLN adaptive schools training, peace corners and Social Emotional Learning, GEI process and trauma informed practices.	Primary staff would like additional training in foundational reading skills to help students become more accurate and fluent in reading.
SECTION 6: Facility Needs		Notes

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>a. Is there adequate space for student learning?</p>	<p>No</p>	<p>We need another intermediate classroom for 5th grade for next year. It would also be great if all our preschool students could attend our homeschool to make the transition an easier one for students and parents as some parents have kids at a preschool and an elementary building. We had two preschool programs last year and lost one this year. Not sure why, when the need is there and it was best for students. We are also in need of another room for band and strings classes. We also could use more smaller office spaces for our school pschcologist, counselor and mental health mentor who need the appropriate space to work with individual and small groups in a confidential setting. We had to move our counselor to our conference room as we needed her room for a de-escalation room this year for a student who was in crisis quite a bit. Our school pshcyologist is in the custodian's office and we put the custodian up on the stage with a desk. Our social worker is in the librarian's office space.</p>
<p>b. Are there necessary repairs and/or adjustment to the existing space that need to be made?</p>	<p>Yes</p>	<p>We are in need of additional playground equipment such as swings for the larger number of students our school is presently serving. It would also be appropriate to update the equipment underlayment to make it more safe for our students as the public playgrounds are doing across the commuity. Asphalt Replacement- East Parking</p>

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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. 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.
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SECTION 7: Family Needs/Community Relations	Notes
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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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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	18.0%	
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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The building special needs index is 1.16.27% 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%.</p>	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist, and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach, 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).</p>
<p>b. Additional building unique items: Appropriate Budget for Custodial Supplies</p>		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: **501 Topeka Public Schools**

Bldg #

Grades Served:

School: **Meadows Elementary**

8486

K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	418	
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?	Yes	Ci3T Implementation Plan
j. Is there a tiered system of support to target math growth?	Yes	Ci3T Implementation Plan
k. Are there local assessments to measure reading growth?	Yes	Map, FastBridge, Mastery Connect
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional	Yes	ESSER funded after school and summer academic
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 Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is	SRSS-IE screening data is examined by both the
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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: <u>501 Tonka Public Schools</u>	Bldg #	Grades Served:
School: <u>Meadows Elementary</u>	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.

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 special Meadows believes we should reevaluate Requested: Continue to staff the Mental Health
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education	
b. Additional building unique items:		We would like to see the district continue to fund

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

District: 501 Topeka Public Schools

Bldg #

Grades Served:

School: Meadows Elementary

8486

K-5,PK (w/IEP),PK,PKAR (3 YO),PKAR (4 YO)

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The Student Risk Screening scale (SRSS-EC) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.</p> </div> <div style="width: 50%;"> <p>SRSS-EC screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.</p> </div> </div>

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-EC Fall 2022 65%, externalizing, 76% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year. .	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	by 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 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	
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.	Modeling leadership, school leaders, recognize rules to be successful, being a food friend, 2nd Step Curriculum, jobs in the classroom, clean up playground on Earth Day, family engagement events, community events, needs and wants, and use of Pine Play.
SECTION 3: Curriculum Needs		Notes

<p>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>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.</p> <p>Reading will focus around Wilson Reading Intervention Programming.</p> <p>Teacher will spend the first 10 min. With team building and SEL/snack.</p>	<p>After school and summer programs are provided to students.</p>
<p>b. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	
<p>c. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>Yes</p>	
<p>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</p>		<p>Notes</p>
<p>b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)</p>		
<p>c. Is every child in your school provided at least the following capacities?</p>	<p>Yes</p>	<p>A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.</p>
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>Yes</p>	
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>Yes</p>	
<p>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.</p>	<p>Yes</p>	
<p>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.</p>	<p>Yes</p>	
<p>SECTION 5: Staff Needs</p>		<p>Notes</p>

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?	Yes	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	We provide math, ELA, SEL family engagement opportunities. PTO
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?	3	We provide math, ELA, SEL family engagement opportunities.
c. Do you have an active Site Council?	No	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO
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, 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 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	92.0%	
b. Building Chronic Absenteeism Rate	37%	
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?	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.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 1: Student Needs	Notes	
a. Student Headcount	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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>b. What are the targets/goals related to social/emotional growth?</p>	<p>The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.</p>	<p>SRSS-IE Fall 2022 Baseline: 53%, externalizing, 49% internalizing.</p>
<p>c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)</p>	<p>The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year. .</p>	<p>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.</p>
<p>d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)</p>	<p>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.</p>	<p>Students are also administered the Mylgdi Assessment for all 4 year students in attendance Topeka Public Schools</p>
<p>e. How are successes of Individual Plans of Study being measured?</p>	<p>n/a</p>	
<p>f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)</p>	<p>n/a</p>	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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.	
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SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER and 21st Century funded after school and summer academic and enrichment opportunities for all students. to address learning loss and monitor progress toward reducing learning loss.
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	
c. Is every child in your school provided at least the following capacities?	Yes
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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	All positions are funded but remain unfilled: 1 FTE grade 2 (covered by sub), , 1 FTE grade 5 (covered 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 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.	

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 to assist with transportation needs.

SECTION 7: Family Needs/Community Relations

		Notes

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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

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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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 1.76 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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 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 PLC process and Intervention, SPED Inclusion minutes with Co-teaching
j. Is there a tiered system of support to target math growth?	Yes Ci3T Implementation Plan, Data Driven PLC process and Intervention, SPED Inclusion minutes with Co-teaching model
k. Are there local assessments to measure reading growth?	Yes Map, FastBridge, Mastery Connect, QPS/QPA, F&P
l. Are there local assessments to measure math growth?	Yes Map, FastBridge, Mastery Connect, Moby Max
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Goals are written into School Improvement Plans, Goal setting conferences with student and teacher, focus students, mastery connect trackers, ensuring accommodations are provided

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 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.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.
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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.	

SECTION 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER funded after school and summer academic and enrichment opportunities for all students. Students will work on reading and math skills: Randolph will use the data gathered at each grade level to determine the standards addressed each week. Learning loss will also be addressed in the areas of music, art, movement, and SEL..	
b. Are there appropriate and adequate instructional materials?	Yes	We have curriculum resources, however, at time it is difficult to share resources amongst relevant staff.
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes, however, there are times when the technology resource are not readily available or functioning properly

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)		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	All positions funded but some remain unfilled: 2 FTE KG (covered by subs), , 2 FTE 1st grade (covered by subs), , 1 FTE 2nd grade (added this year, (covered by sub),
b. How many classified support staff are currently employed?	14	13 FTE Sped paras, 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 remain unfilled: 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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>f. What staff development is necessary for teachers to support student success and meet the school improvement goals?</p>	<p>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.</p>	
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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	Tuck Pointing Phase II, Secured Entrance
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
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?		Randolph hosts three family engagement evenings focusing on several topics: Reading/Math and Social Emotional Learning. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The building special needs index is 1.31. 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%.</p>	
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education staff to support students based on the student/staff ratio for this subgroup. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach, 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.</p>
<p>b. Additional building unique items:</p>		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students. Students will receive academic support from certified and classified staff. The support on Mondays will be longer sessions for students and they will be able to work on specific standards.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 74%, externalizing, 82% 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?	n/a	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	n/a	
g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	Students participate in service learning projects through their Advisor Base. Students have placed trash cans, painted benches and picked up trash. Avid students volunteered at Helping Hands and Unified Field Day as well.

SECTION 3: Curriculum Needs	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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: 1FTE Math (covered by sub), 1 FTE FACs teacher., 1 FTE Sped teacher (covered by sub),
b. How many classified support staff are currently employed?	13	10 SPED paras 1 learning loss para, 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 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 training, KLN adaptive schools training, and Boystown Social Emotional Learning, and WICOR strategies.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	All positions funded but some remain unfilled: 1 FTE Math, 1 FTE SPED teacher, 1 FTE Consulting Teacher
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Secured Entrance
c. Are additional School Buses needed or any additional Routes needed?	Yes	Need related to shortage of Bus drivers
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Continue to fund 1 FTE instructional coach 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).</p>
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<p>b. Additional building unique items:</p>		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students .
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans. Implementing walk to learn model to target 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 Plans. Grade level teams identified students to move from level 1 to a level 2 based on data. Interventionists are targeting level 1 students and students on GEI.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of Ross scholars demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of Ross scholars demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 53% Internalizing, 57% externalizing.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home. Ross has two preschool programs; State Preschool and Preschool Intervention Programs (Early Intervention).
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.	
e. How are successes of Individual Plans of Study being measured?	n/a	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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 engagement opportunities.

SECTION 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 talent show are located at Ross. The district provides summer learning opportunities for all students.
b. Are there appropriate and adequate instructional materials?	Yes	Some ideas to enhance instruction: writing curriculum, grammar instruction.
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.

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)	N/A	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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	Moving forward, we would like to enhance our music and art enrichment that is provided at Ross.
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

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	Notes Positions are funded, but positions remain unfilled : 1 FTE grade 1 (covered by sub), 1 FTE grade 2 (covered by sub), 2 FTE grade 5 (covered by subs), 1 FTE Special Education Teacher. Currently have classrooms that are as large as 27 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 Learning Loss Para, 2 Mental Health Mentors. .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 remain unfilled: 1 FTE Para.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	We need a librarian and we currently only have 1 nurse for 580 students. We need an instructional 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 to 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.	

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 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.

SECTION 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 addition 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 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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Active PTO with monthly meetings.
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	91.9%	
b. Building Chronic Absenteeism Rate	26.0%	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%	

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>Ross receives Intensive support. Many students at Ross face significant challenges. The building special needs index is 1.75, tied for the second highest elementary school index.49% of students require either Special Education Services or English Learner services. Ross receives comprehensive support for school improvement, the only elementary school in the district with that designation. Families struggle to provide transportation for students. This is evidenced in the school's chronic absenteeism rate of 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.</p>	<p>In order to access the general education curriculum Ross has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Music Signature School</p>	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

2. Why or why not?	Ross needs more administrative leadership support to surmount these challenges. An additional building leadership position was created this year to address school needs. In order to access the general education curriculum the school has been allocated a higher number of special education staff and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Added additional an additional instructional coach, mental health mentor and 1 dean of students. Continue to fund 1 additional administration staff FTE, 1 additional FTE Dean of Students for a total of 2 FTEs. Ensure funding for 2 FTE Interventionists and 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 2 FTE Mental Health Mentor (ESSER).
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b. Additional building unique items:		
	New desks, chairs, bulletin boards for hallways.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded and 21st Century funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans. 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 KAP.
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
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: 76%, externalizing, 78% internalizing.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	The ASQ-3 and ASQ-SE2 screener are administered to all Kindergarten students. In addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year. .	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home. At Scott DL we have two preschool classrooms (one English teacher and one Spanish teacher). In this way we prepare our students for our dual 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)	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 Public 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 based level. They participate in Junior Achievement, Penny Wars, and the Panther Play Store.

SECTION 3: Curriculum Needs	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	<p>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.</p> <p>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.</p>	Scott DL has the H.O.P.E. program, Helping Outstanding Panthers Excel, that targets students behind grade level in reading for the academic program and students in need of enrichment with clubs like coding, chess, and art.
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 good 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 Sondag 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.

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)	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	
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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 addition to ongoing professional development for our Gómez & Gómez Dual language Model, we also could use content-specific training 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 addition 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 to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	We support parents through our two family engagement evenings, but also provide opportunities for parents to get support in our office as needed.
c. Do you have an active Site Council?	Yes	We meet 5 times a year and include our community partners.
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	They are fantastic!

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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. 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 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	94.3%	
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%	

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 1.53. 60% of students require either Special Education Services or English Learner services.Scott has an 10% 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%.	Our building leadership team completed the root cause analysis process and determined that our students are not performing because teachers do not know how to effectively facilitate lessons where students are asked to struggle and have to persevere.
1. Can these be achieved with additional resources?	Yes	We believe that through targeted professional development, fidelity to our model, and continuing the systems we 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 curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.	Continue to fund 1 FTE instructional coach and 1 FTE Dual Language Coordinator, and 3 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).
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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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 Para for 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, myIGDI, ASQ-3
l. 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
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 community meetings, during monthly data consults with district leadership, and as part of formal school
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 address MyIGDIs scores
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-EC) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards. SRSS-EC screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	By May of 2023, according to the SRSS-IE-EC, 80% of students will be in Tier I for externalizing and internalizing behaviors.	SRSS-IE-EC Fall 2022 externalizing 64%, internalizing 64%
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?	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	

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 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	

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	We teach each of these but on a PreK appropriate level
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?	No	Positions funded but remain unfilled: 3 FTE PK (1 blended, (1 covered by sub), 1 FTE OT (shared 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 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 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, Kagan	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

		Notes
SECTION 6: Facility Needs		
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	
SECTION 7: Family Needs/Community Relations		
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 council. 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, direct 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, direct emails, and through district communication.
SECTION 8: School Data		
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%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	n/a	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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?	20% of students require either Special Educa	Meeting the needs of students' behavior and social/emotional needs
1. Can these be achieved with additional resources?	Yes	Additional staff to create structures that need the students' needs in these areas. With additional staffing, we could create proactive structures that meet the needs of students' social/emotional and behavioral needs.
2. Why or why not?		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:		
	Sheldon is a fee for attendance school.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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 our 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 Advantage
l. Are there local assessments to measure math growth?	Yes Mastery Connect, myIGDI, ASQ-3, COR Advantage
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes ESSER funded 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 (myIGDIs) 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
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-EC) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards. SRSS-EC screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	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
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

<p>a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?</p>	<p>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.</p> <p>Reading will focus around Wilson Reading Intervention Programming.</p> <p>Teacher will spend the first 10 min. With team building and SEL/snack.</p>	<p>ESSER funded summer school</p>
<p>b. Are there appropriate and adequate instructional materials?</p>	<p>Yes</p>	
<p>c. Is current technology appropriate? If no, what technology is needed to support the curriculum?</p>	<p>Yes</p>	

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

		Notes
<p>b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)</p>		
<p>c. Is every child in your school provided at least the following capacities?</p>	<p>Yes</p>	<p>A tiered framework (Ci3T) to ensure students are able to access the level of support needed to access the curriculum. Support for students who need EL services or Special Education services are provided as well.</p>
<p>1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.</p>	<p>Yes</p>	
<p>2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.</p>	<p>Yes</p>	
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.</p>	<p>Yes</p>	
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.</p>	<p>Yes</p>	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	

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 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 Paras. .50 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

SECTION 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 on ceiling, additional bathrooms
c. Are additional School Buses needed or any additional Routes needed?	Yes	house stops needed

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 7: Family Needs/Community Relations	Notes
a. Do you have regular events to engage parents with teachers?	Yes home visits, conferences, family nights, Policy 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 utilized to communicate with families. Communication with families occurs via school website, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. COR Advantage provides 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 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	90.7%

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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?	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.
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.
b. Additional building unique items:	Provide training and materials to address needs and self-care.
	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).

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students. In addition, State Street partners with the YWCA to provide after school programming.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.
b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 67%, externalizing, 68% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 48% of potential new kindergarten students were screened during orientation.	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.	
e. How are successes of Individual Plans of Study being measured?	n/a	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.	State Street utilizes a House System strategy to facility the development of a culture of community. The Houses engage in community service projects together throughout the year.

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 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 Boards in all classrooms. These technology devices are dated. It would be nice to have technology capabilities that are updated and in comparison to TCALC and what they offer students in their building.

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)		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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. 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
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 2nd grade (covered by subs), 1 FTE 5th grade teacher (covered by sub). 1 FTE SPED 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 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.Positions are funded, but positions remain unfilled: 1 FTE Sped para

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 Requets: 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

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	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).	Our FSGC liaison has been our point of contact to help support families in need.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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. Do you have an active Site Council?	Yes	We meet with our site council 4 times a year and 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 PTO for multiple years. This year, we met with her to strategically plan out the dates for the entire year and also come up with different ways to recruit parents. We've had more parents participate this year than ever before.
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	92.4%	
b. Building Chronic Absenteeism Rate	21.0%	
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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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	
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SECTION 9: Other Data	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>The 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 support 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 with families at times.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

<p>2. Why or why not?</p>	<p>In order to access the general education curriculum the school has been allocated a higher number of special education and EL staff to support students based on the student/staff ratio for these subgroups. Building leadership is supported by district administration, an instructional coach, a school improvement specialist and a Ci3T coordinator.</p>	<p>Requested: Please consider: Due to the high needs of the mental health/behaviors, adding additional therapists, another mental health mentor (so we have 1 primary and 1 for upper grades) and a Dean of Students. Our enrollment is equivalent to Williams and they have both an AP and 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 in order to run our SPED program effectively. Provided: Continue to fund 1 FTE instructional coach, and 2 FTE interventionists. Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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).</p>
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<p>b. Additional building unique items:</p>	<p>Performing Arts Signature School</p>	<p>We have gone an entire year without having someone in the role of Performing Arts Teacher. Since we are a signature school, we would like to be able to hire for this role for the 23-24 school year in order to continue building our program and opportunities for students through the performing arts.</p>

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest. High School students participate in civic leadership projects such as supporting voter registration, serving elderly, staffing food giveaways and numerous other projects. High school students also complete grant applications to fund their civic engagement.	THS students and sponsors write numerous grants to fund activities such as planting trees, creating medical bags for homeless persons, cleaning up parks and other civic engagement.
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SECTION 3: Curriculum Needs

		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. In addition to learning loss, students will be identified by divisional teams after reviewing weekly grade data focusing on students failing 3 or more classes; Fastbridge, MAP Testing, KAP scores from 22, and attendance rate will all be considered as data points for referral. As Divisional Teams meet weekly, they will engage families in the conversation to appropriately match students to the most appropriate Intervention available according to our CI3T plan.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes
c. Is every child in your school provided at least the following capacities?	Yes
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
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
b. How many classified support staff are currently employed?	26
c. How many classified support staff are needed?	Varies

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.

Positions are funded but remain unfilled: 1 FTE FACS teacher (covered by sub), 3 FTE Sped,
 1 EL para, 21 SPED paras , 1 mental health mentor. .50 FTE school liasions, 2 FTE College and Career Advocates
 Needs depend on numbers of special education and EL students. Positions funded but remain unfilled: 1 FTE Paras, 1 FTE Learning Loss para.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.

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	Sound and Lighting Upgrade Auditorium Phase II 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 the bus company. Challenges affect college visits, TCALC and WIT, extra-curricular events, etc.

SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	THS hosts two engagement evenings focusing on Reading and Math, and ACT preparation. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Olweus and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s).	This year THS also added a Robotics and Coding event, and is collaboration with the other two Dual Language schools in the district to connect these students/families with their high school feeder.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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, 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, 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 has 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.

SECTION 8: School Data		Notes
a. Building Attendance Rate	88.4%	
b. Building Chronic Absenteeism Rate	42.0%	
c. District Chronic Absenteeism Rate	26.8%	
d. District Graduation Rate	84.7%	
e. District Dropout Rate	2.7%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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

SECTION 9: Other Data

		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	The building special needs index is 1.22. 28% of students require either Special Education Services or English Learner services. 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.	Topeka High School was removed from improvement during the Fall of 2022.
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 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:		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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: 83%, externalizing, 90% 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 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.	TWHS students and sponsors write numerous grants to fund activities such as planting trees, creating medical bags for homeless persons, cleaning up parks and other civic engagement.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	ESSER after school and summer academic and enrichment opportunities for all students. In addition to learning loss, students will be offered tutoring 5 hours per week per core dept.	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?	Yes	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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
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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 remain unfilled: 1 FTE social studies teacher, 1 FTE Sped Teacher
b. How many classified support staff are currently employed?	18	15 SPED Paras, 1 learning loss para 1 Mental Health Mentor. 1 Mental Health Interventionist
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 EL Para, 1 FTE Para, 1 FTE College and Career Advocate
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Equity, Corwin Learning Walks and Teacher Clarity, Ci3T implementation training, Relationship building, De-escalation, Social Emotional Learning,, UDL principles, Naviance and BASR room policies.	

SECTION 6: Facility Needs

		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Flooring replacement- Choir Room and Auxiliary Gym Lobby
c. Are additional School Buses needed or any additional Routes needed?	No	

SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	Yes	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

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 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	
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%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

b. What is our building dropout rate?	1.4	
c. What is our average comprehensive ACT score?	17.9	

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 1.01. 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 (ESSER), Continue to fund 1 FTE instructional coach (ESSER).Continue to ensure staff/student ratio for mental health/EL/SPED staff is equitable. Continue to use funds to 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 (ESSER).
b. Additional building unique items:		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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 1: Student Needs	Notes
a. Student Headcount	436
b. Percentage of students with an active IEP	29.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	10.00%
d. Percentage of students identified as At-Risk (Free lunch)?	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
i. Is there a tiered system of support to target reading growth?	Yes
j. Is there a tiered system of support to target math growth?	Yes
k. Are there local assessments to measure reading growth?	Yes
l. Are there local assessments to measure math growth?	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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. We identified students with high-risk internally and did Save One Student to meet with those students 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	by 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 MyIgdI Assessment for all 4-year-old students in attendance in Topeka Public Schools. Staff also utilizes KAPP and Camp Kindergarten through the Discovery Center as additional opportunities for 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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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.	Our BLT completed the Civic Engagement Survey with detailed things we are doing as a school.
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SECTION 3: Curriculum Needs

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.	Notes
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Touch screen smart boards would be helpful.

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	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 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.

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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?	Yes	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?	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 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?	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	93.1%	
b. Building Chronic Absenteeism Rate	93.9%	
c. District Chronic Absenteeism Rate	16.0%	

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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.

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 1.20. 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, and 3 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 (ESSER).
b. Additional building unique items:		

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

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

SECTION 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
l. Are there local assessments to measure math growth?	Yes	Map, FastBridge, Mastery Connect
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	ESSER funded after school and summer academic and enrichment opportunities for all students.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	State assessment data as well as other student performance data are reviewed monthly by the building leadership team, by teachers during professional learning community meetings, during monthly data consults with district leadership, and as part of formal school improvement plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Goals are written into School Improvement Plans
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes	
a. How is social/emotional growth being measured?	The Student Risk Screening scale (SRSS-IE) is administered three times per year. Teachers also assess Social Emotional Growth standards and report student progress on quarterly grade cards.	SRSS-IE screening data is examined by both the building Mental Health Team and Building Leadership team. These teams recommend students for intervention, when needed.

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

b. What are the targets/goals related to social/emotional growth?	The percentage of students demonstrating low risk for externalizing and internalizing behaviors will meet or exceed 80%, as measured by the SRSS-IE. The percentage of students demonstrating proficiency or advanced SEG skills will meet or exceed 80%, as measured by the SEG quarterly assessment.	SRSS-IE Fall 2022 Baseline: 53%, externalizing, 62% 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 addition, at Kindergarten Orientation, students are given a Kindergarten Orientation Screening tool which is used to help plan for the incoming student needs. Parents are provided with an instructional powerpoint and Kindergarten Tool Kit to begin or continue working on readiness skills at home. Approximately 54% incoming Kindergarten students were screened this year.	The ASQ Parent Tool/Report has been created to provide an easy to understand tool to be used to describe a student's readiness for kindergarten and plan for instruction for the student. The report is also designed for parents and is sent to them with strategies to support growth at home.
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	by 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.	
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	

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

g. How are you ensuring students are civically engaged?	Community service is a civic engagement opportunity that can be seen in all TPS schools. Students raise money to help a classmates, maintain community gardens where they grow and sell produce at the local farmers market every summer and fall, and collect food items for the Topeka Rescue Mission and participate in ShareFest.	
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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 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 Boards in all classrooms. These technology devices are dated. It would be nice to have technology capabilities that are updated and in comparison to TCALC and what they offer students in their 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 current projectors in pods). Updated projector and sound system for gymnasium.

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

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

2022-2023 School Year Building Needs Assessment for 2023-2024 Budget Considerations

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

<p>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?</p>	Yes	<p>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-time 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.</p>
<p>b. How many classified support staff are currently employed?</p>	11	<p>12 FTE Sped Paras , 1 FTE Mental Health Mentor, .50 FTE school liaison.</p>
<p>c. How many classified support staff are needed?</p>	Varies	<p>Needs depend on numbers of special education and EL students. Positions funded but remain unfilled: 2 FTE Paras.</p>
<p>d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</p>	Yes	
<p>e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?</p>	Yes	
<p>f. What staff development is necessary for teachers to support student success and meet the school improvement goals?</p>	<p>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.</p>	<p>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. Additionally, our staff would benefit from trauma-informed training and continued professional development with Corwin and KLN, as we are a school on improvement.</p>

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

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	Scheduled: Upgrade Horns and Strobes, Other requests: There are areas that need an upgrade in 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 panel, lunchroom tables that are 25 years old and breaking in areas, office counter has chips in the laminate, multiple damaged ceiling tiles)
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
a. Do you have regular events to engage parents with teachers?	Yes	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.

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

<p>b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?</p>	<p>Williams hosts two family engagement evenings focusing on Reading and Math. In addition, a third night focusing on Social Emotional learning will be held. Every event MUST start with an explanation of what Title I is and how it supports your school. At least one event MUST include a presentation on Second Step and address bullying. Every school is required to have a minimum of two events prior to March 9. Every school must include how the activities build parent/family capacity to support their student(s). Williams is also hosting three additional meetings seeking stakeholder feedback and showcasing student work. It can be difficult to engage with families at times.</p>	<p>Our FSGC liaison has been our point of contact to help support families in need.</p>
<p>c. Do you have an active Site Council?</p>	<p>Yes</p>	
<p>d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?</p>	<p>Yes</p>	
<p>e. What types of communication exists with families? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with families.</p>	<p>Multiple Communication strategies are utilized to communicate with families. Communication with families occurs via school and teacher websites, Facebook and other social media, TylerSis, direct emails, through communication software and through district communication. School leaders are committed to increasing communication with families through home visits.</p>
<p>f. What types of communication/social media exists with your community? Is it adequate?</p>	<p>Yes, multiple communication strategies are utilized to communicate with the community.</p>	<p>Communication occurs via school and teacher websites, Facebook and other social media, and through district communication. School leaders are going to increase community visibility.</p>
SECTION 8: School Data		Notes
<p>a. Building Attendance Rate</p>	<p>92.5%</p>	

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

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

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

<p>a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?</p>	<p>Within the 31% of students receiving special services, additional support staff are needed to support students with extreme areas of need. For instance, when a student requires one-on-one support based on their BIP and IEP, additional support needs to be added to the school to help so all students are receiving the needed supports. In additional, given the number of students receiving mental health or McKinney Vento supports, additional mental health personnel would be extremely helpful for not only the 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 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 at times.</p>	<p>As our current attendance area is not "neighborhood-based," our families depend on bussing to get students to school. Staffing, in that we need to be fully staffed and would benefit from additional staff to meet student needs, and our staff need training on how to meet the needs of our specific students. In an effort to address the increasing academic gaps for our students, we feel that our students would benefit from smaller class sizes which would allow for more direct instruction and less behavioral disruptions.</p>
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Please consider the following questions as you complete the needs assessment for your building.

1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	In order to access the general education curriculum the school has been allocated a higher number of special education staff 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: Equitable is not always equal when it comes to low-performing schools. The level of support needed for students requires additional staff and highly-qualified staff. Recommendation: 2 FTE Dean of Students, 3 FTE Social Workers, 3 FTE Counselors, continue to fund Learning Loss Para and Mental Health Mentor, and allow for smaller class sizes (or adhere to class size cap or hire additional teachers). Continue to fund 1 FTE instructional coach, 2 FTE interventionists and 1 FTE Dean of Students. Provided: 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:	Williams is a Fine Arts and Science Magnet School	Upkeep and resources needed for our five lab classrooms: rainforest, greenhouse, desert, space, and art lab. Technology upgrades for conference room-computer, new Promethean board, speaker system, and Zoom capabilities.