

Andover Public Schools Required Yearly Building Needs Assessment 2022-2023 Budget Year Planning Document

	Andover High	Andover Central High	Andover Middle	Andover Central Middle	Cottonwood	Meadowlark	Robert Martin	Sunflower	Wheatland	Prairie Creek	eCademy (Virtual)
Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12

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

SECTION 1: Student Needs

a. Student Headcount	965	899	708	567	439	340	526	382	446	477	3,859
b. Percentage of students with an active IEP	17%	14.68%	9.70%	15%	25%	13%	8%	8.60%	8%	17%	13%
c. Percentage of students enrolled in English Language Learner (ELL) services	1%	1%	1%	1%	3%	3%	2%	1%	4%	8%	2%
d. Percentage of students identified as At-Risk (Free lunch)?	8%	9%	7%	10%	16.40%	3%	2%	14%	2%	19%	N/A
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
i. Is there a tiered system of support to target reading growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
j. Is there a tiered system of support to target math growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
k. Are there local assessments to measure reading growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
l. Are there local assessments to measure math growth?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.	Please refer to the District Goals and Action Plan and School Improvement Plan. These include our MTSS intervention plans.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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

a. How is social/emotional growth being measured?	Panorama and KS Communities That Care	Panorama and KS Communities That Care	Panorama and KS Communities That Care	Panorama and KS Communities That Care	Panorama	Panorama	Panorama	Panorama	Panorama	Panorama	Panorama and KS Communities That Care
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills	KESA Goal #2: Increase student success skills
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	N/A	N/A	N/A	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Ages and Stages & Universal Screening Assessments	Universal Screening Assessments
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	N/A	N/A	N/A	Increase kindergarten readiness	Increase kindergarten readiness	Increase kindergarten readiness	Increase kindergarten readiness	Increase kindergarten readiness	Increase kindergarten readiness	Increase kindergarten readiness

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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?	Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate	Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate	Rubric	Rubric	N/A	N/A	N/A	N/A	N/A	N/A	Rubric, Pathways, Graduation Rate, Post-Secondary Success Rate
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Increase graduation rate, post-secondary success rate and attendance	Increase graduation rate, post-secondary success rate and attendance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Increase graduation rate, post-secondary success rate and attendance
g How are you ensuring students are civically engaged?	Curriculum, Community Service opportunities, Student Council, National Honor Society, some clubs have a civic component, etc.	Curriculum, Community Service opportunities, Student Council, National Honor Society, some clubs have a civic component, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, Reality U, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, Reality U, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.	Curriculum, Community Service opportunities, Field trips, guest speakers, etc.

SECTION 3: Curriculum Needs

a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School Credit Recovering, Orion Degree Completion Courses, Edgenuity	Summer School Credit Recovering, Orion Degree Completion Courses, Edgenuity	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School	Summer School Credit Recovering, Orion Degree Completion Courses, Edgenuity
b. Are there appropriate and adequate instructional materials?	Yes, need more										
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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

b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
c. Is every child in your school provided at least the following capacities?											
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes

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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	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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 but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel	Yes but we need more to excel
b. How many classified support staff are currently employed?	6	6	4	4	10	4	5	14	19	28	4
c. How many classified support staff are needed?	6	6	5	6	10	4	5	19	19	34	6
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes, but we need more counselors	Yes, but we need more counselors	Yes, but we need more counselors	Yes, but we need more counselors	Yes, but we need more counselors	Yes, but we need more counselors	Yes	Yes, but we need more counselors	Yes, but we need more counselors	Yes, but we need more counselors	Yes
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.	Our KESA action plan identifies the professional learning plan. It includes professional learning topics such as: content specific strategies, vocabulary instruction, structured literacy, cooperative learning, professional learning communities, etc.
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SECTION 6: Facility Needs

a. Is there adequate space for student learning?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	No	No	No	No	No	No	No	No	No	No

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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	No	No	No	No	No	No	No	No	No	N/A
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SECTION 7: Family Needs/Community Relations

a. Do you have regular events to engage parents with teachers?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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?	We are in the process of developing programs to assist parents more. One example is Parent University, which we are creating to give parents tools to help their students be successful	We are in the process of developing programs to assist parents more. One example is Parent University, which we are creating to give parents tools to help their students be successful	We are in the process of developing programs to assist parents more. One example is Parent University, which we are creating to give parents tools to help their students be successful	We are in the process of developing programs to assist parents more. One example is Parent University, which we are creating to give parents tools to help their students be successful	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Family Engagement Initiatives, PTO meetings, family nights, Sharing student work	Orientation, Learning Coach Workshops, Family Engagement Initiatives
c. Do you have an active Site Council?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
e. What types of communication exists with families? Is it adequate?	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.	Yes: Phone calls, Zoom Meetings, Weekly Newsletter, School Messenger, PowerSchool, Social Media, Website, etc.
f. What types of communication/social media exists with your community? Is it adequate?	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram	Yes: Twitter, Facebook, Instagram

SECTION 8: School Data (2020-2021 Data from Accountability Report)

a. Building Attendance Rate	95.7%	94.9%	96.3%	93.7%	95.7%	96.5%	97.2%	97.2%	97.2%	96.6%	99.3%
b. Building Chronic Absenteeism Rate	9.2%	12.5%	7.4%	22.2%	8.1%	5.4%	2.5%	3.7%	4.9%	4.2%	2.7%
c. District Chronic Absenteeism Rate	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%
d. District Graduation Rate	89.7%	89.7%	89.7%	89.7%	89.7%	89.7%	89.7%	89.7%	89.7%	89.7%	89.7%
e. District Dropout Rate	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%

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

a. What is our building graduation rate	94.8%	91.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.4%
b. What is our building dropout rate?	1.2%	1.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.2%
c. What is our average comprehensive ACT score?	21.9	22.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.1

SECTION 9: Other Data

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Grades Served	9-12	9-12	6-8	6-8	K-5	K-5	K-5	K-5	K-5	PreK-5	K-12
Please consider the following questions as you complete the needs assessment for your building.											
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Combating the residual effect of COVID on kids' motivation, attendance, and engagement. Addressing students' social & emotional needs is essential. Likewise, meeting the needs of special education students is very challenging.	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is also challenging
1. Can these be achieved with additional resources?	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - A social worker would be an amazing addition to our staff. In addition fully funding the statutory levels of special education excess costs will be essential to meeting out goals. Hiring paras has been very difficult. It's also hard to find the special education teachers we need.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.	Yes - Full-time social worker could help provide resources to students and families. Fully funding the statutory level of special education excess costs is essential to be able to fully staff and retain high-quality special education teachers and paras.

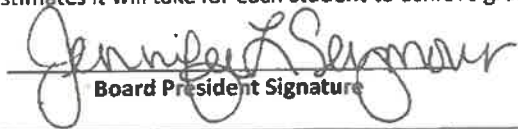
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Please consider the following questions as you complete the needs assessment for your building.												
2. Why or why not?	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.	Additional staffing to support at risk students through social workers would be a benefit to students and families. In addition, our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding of the excess costs for special education. Additional resources are very important to meet the special education needs of students.
b. Additional building unique items:												

**Andover Public Schools
USD 385**

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 Signature

8/26/2022
Date

School	Grades Served	Barriers Related to Student Needs	Budget Actions	Time for students to Achieve	Board Rationale/Comments
Andover High School	9-12	*Funding: Our district supplements special education with general fund dollars because we receive far less than the statutory requirements for funding special education *Staffing: We are experiencing a shortage in teachers, paras and other support staff *Instructional Resources: Need more evidence based intervention resources *Professional Learning: Need more evidence based instructional strategies, especially in structured literacy *MTSS Interventions options for struggling students *Attendance concerns with some students *Meeting the social-emotional needs of all students is challenging, increased mental health and behavioral challenges *Increasing drug usage *Need additional counselors/social workers to help provide resources to students and families	<u>2022-2023 District Goals and Action Plan</u> *Curriculum Alignment stipends *Professional Learning *Purchase intervention materials *Substitutes *Staffing *Vape Detectors *Mental Health and Substance Abuse Coordinator *Hire reading specialist	<u>District KESA Goals:</u> Goal 1: Increase reading proficiency utilizing multiple measures on the Andover Data Dashboard by 2025. Goal 2: Increase preparation for post-secondary success utilizing multiple measures on the Andover Data Dashboard by 2025.	*Supports KESA goal #1 to help increase reading proficiency and action plan *Supports KESA goal 2 to help ensure students are prepared for post-secondary success and action plan
Andover Central High School	9-12				
Andover Middle School	6-8				
Andover Central Middle School	6-8				
Cottonwood Elementary	K-5				
Robert M. Martin Elementary	K-5		<u>2022-2023 District Goals and Action Plan</u> *Curriculum Alignment stipends *Professional Learning *Purchase intervention materials *Substitutes *Staffing		
Meadowlark Elementary	K-5				
Sunflower Elementary	K-5				
Wheatland Elementary	K-5				
Prairie Creek Elementary	PreK-5				
eCademy	K-12				