



Andover USD 385 State Assessment Review for Budget Considerations for 2023-2024 District Summary

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues
- Allocating budget to focus on prevention, identification, and intervention concerning student learning
 - a. Professional Learning: LETRS, Pathways to Reading, MTSS, iReady, FastBridge, etc.
 - b. Cohesive Curriculum: Curriculum Alignment, Core and Intervention Instructional Materials, etc.
 - c. Intervention: Instructional Materials, Intervention Staffing, Summer School

(C) Identify 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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency. Our KESA goals include multiple metrics as outlined on the Andover Data Dashboard.

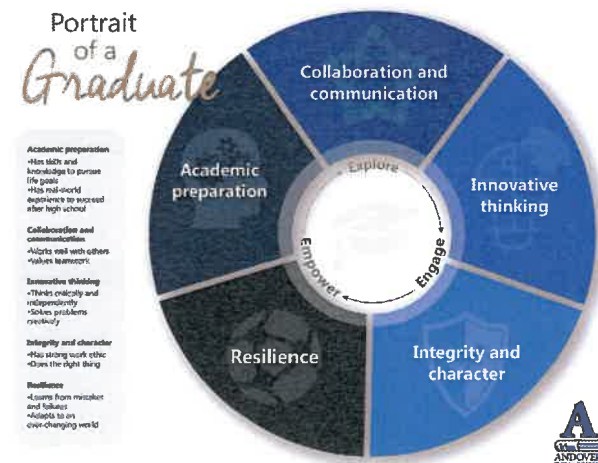
- **KESA Goal #1 Academic Preparation:** Increase reading proficiency using multiple measures on the Andover Data Dashboard by 2025.
 - **Measures include:** FastBridge, State ELA Assessment, ACT, Instructional Walkthroughs, and Professional Learning Evaluations
- **KESA Goal #2 Student Success Skills:** Increase preparation for postsecondary success aligned to the Portrait of a Graduate model using multiple metrics on the Andover Data Dashboard by 2025.
 - **Measures include:** High School Graduation Rates, Post Secondary Success Rate, Individual Plan of Study Star Recognition Rubric, Panorama, Kansas Communities That Care, Suspension and Absences Data, Professional Learning Evaluations and Senior Exit Survey

Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

- The district is establishing and expanding community partnerships for mental health support in 2023-24.
 - South Central Mental Health
 - Friends University
- Utilization of ESSER funding to provide a mental health and substance abuse coordinator through the 2023-24 school year.

Jennifer L Seymour
Board of Education President

9-11-23
Date





Andover High School

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Andover High School

Building Number: 5180

Grades Served: Grades 9-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact his/her future.
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify 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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Andover Central High School

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Andover Central High School

Building Number: 5186

Grades Served: Grades 9-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact his/her future.
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify 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.

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- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency



Andover Middle School

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Andover Middle School

Building Number: 5179

Grades Served: 6-8

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

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Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify 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.

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Andover Central Middle School

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Andover Central Middle School

Building Number: 5185

Grades Served: 6-8

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

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- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Maintain low teacher/pupil ratio for greater individualized instruction
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- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Sunflower Elementary

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Sunflower Elementary

Building Number: 5184

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact his/her future.
- Lack of, limited, or difficulties in engaging parents in the educational process
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.
- The amount of assessments our students have to take in the spring creates apathy.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify 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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Wheatland Elementary

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Wheatland Elementary

Building Number: 5187

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact his/her future.
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify 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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Cottonwood Elementary

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Cottonwood Elementary

Building Number: 5177

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- High percentage/number of free and reduced students and increased poverty rate
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction

(C) Identify 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.

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- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students



Meadowlark Elementary

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Meadowlark Elementary

Building Number: 5182

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact his/her future.
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify 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.

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- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Prairie Creek Elementary

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Prairie Creek Elementary

Building Number: 5183

Grades Served: Pre K, Early Childhood, and K-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

We can't easily recruit paras/aides to support classrooms. This is directly related to the starting pay.

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms

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- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency



Robert Martin Elementary

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: Robert Martin Elementary

Building Number: 5181

Grades Served: K-5

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact his/her future.
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

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- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



Andover eCademy

State Assessment Review for Budget Considerations for 2023-2024

District: 385 Andover

School: eCademy

Building Number: 5204

Grades Served: K-12

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

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- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

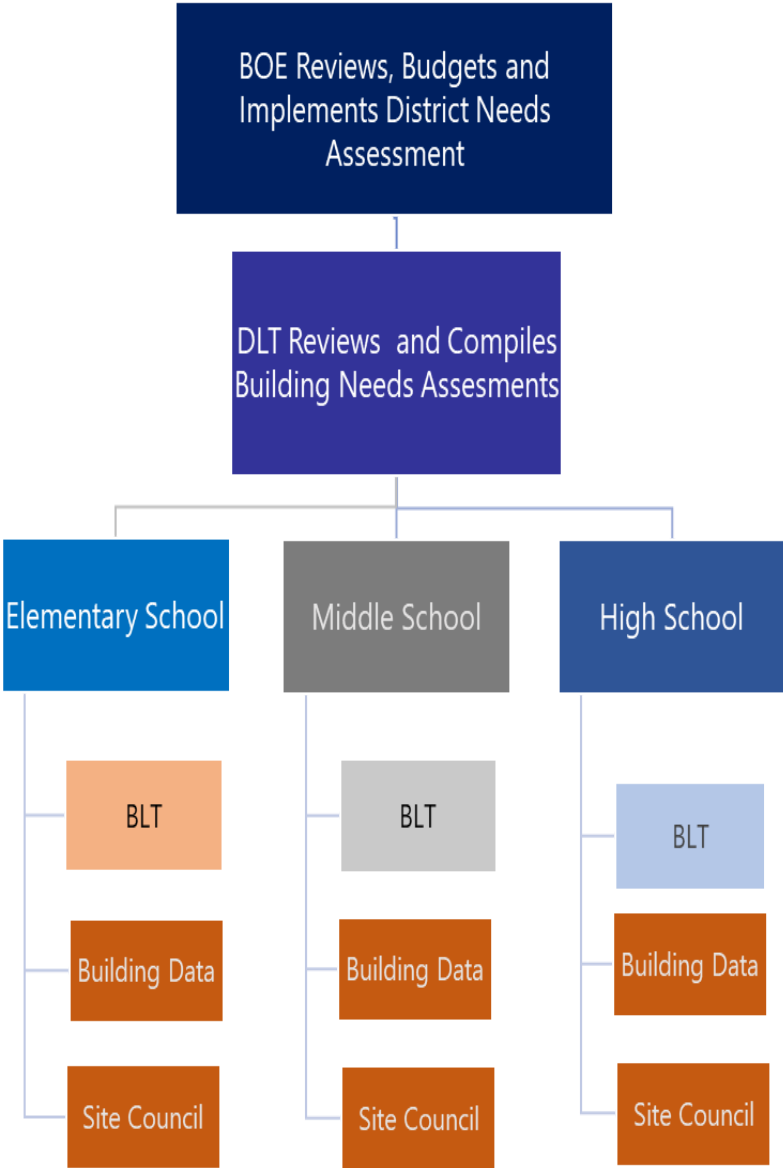
- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify 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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an effect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

District Needs Assessment Budgeting Process Chart



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

District: 385	Bldg #	Grades Served:
School: Andover High	5180	9-12

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

SECTION 1: Student Needs		Notes
a. Student Headcount	1,014	
b. Percentage of students with an active IEP	11.3%%	18 FAA, 97 Resource
c. Percentage of students enrolled in English Language Learner (ELL) services	1.50%	15
d. Percentage of students identified as At-Risk (Free lunch)?	14.70%	
e. Pupil-Teacher Ratio Average	15.6 : 1	
f. Pupil-Teacher Ratio Median	15.2 : 1	
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	Data is reviewed regularly, goals are set at the grade level and individual levels which align to district goals, consistent progress monitoring with fluid MTSS groupings for reading .STAR screening, Dyslexia screening, Course placement based on students' needs, including remedial classes as needed, provide individual and classwide interventions to fill learning gaps.
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?	Panorama, Communities that Care survey	Not enough participation in KCTC due to new state statute for survey opt out.
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.	
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?	Individual Plan of Study Star Recognition Rubric	Part of the Andover Data Dashboard
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Graduation and 5 year Success Rate	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover High</u>	5180	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 opportunities, Student Council, National Honor Society, FBLA, some clubs have a civic component	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School Credit Recovering, Orion Courses, Edgenuity	
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?		
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?	13	
c. How many classified support staff are needed?	13	
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: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover High</u>	5180	9-12

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?	Current PL plan has been successful in meeting our needs	
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	
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?	In development	
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?	Weekly Newsletter, School Messenger, PowerSchool, yes we feel it is adequate	
f. What types of communication/social media exists with your community? Is it adequate?	Website, Twitter, Facebook, and Instagram, again - yes, adequate	
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.2%	
b. Building Chronic Absenteeism Rate	20.8%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	95.9%	FOUR-YEAR ADJUSTED COHORT FORMULA
b. What is our building dropout rate?	0.50%	
c. What is our average comprehensive ACT score?	22.4	
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?	Attendance concerns with some students, meeting the social-emotional needs of all students is challenging, meeting all the needs of special education students is challenging	
1. Can these be achieved with additional resources?	Yes and No	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover High</u>	5180	9-12

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 AHS students.	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		

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

District: 385	Bldg #	Grades Served:
School: Andover Central High School	5186	9-12, Adults

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

SECTION 1: Student Needs		Notes
a. Student Headcount	856	
b. Percentage of students with an active IEP	12.38%	106 IEPs
c. Percentage of students enrolled in English Language Learner (ELL) services	1.40%	
d. Percentage of students identified as At-Risk (Free lunch)?	14.60%	
e. Pupil-Teacher Ratio Average	14.6 : 1	Does not include SpEd
f. Pupil-Teacher Ratio Median	14.3 : 1	Does not include SpEd
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	Data is reviewed regularly, goals are set at the grade level and individual levels which align to district goals, consistent progress monitoring with fluid MTSS groupings for reading .STAR screening, Dyslexia screening, Course placement based on students' needs, including remedial classes as needed, provide individual and classwide interventions to fill learning gaps.
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?	panaroma, communities that care	Not enough participation in communities that care to give valid data due new state statute.
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.	
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?	Individual Plan of Study Star Recognition Rubric	Part of the Andover Data Dashboard
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Graduation Rate and 5 year Success Rate	

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

District: 385	Bldg #	Grades Served:
School: Andover Central High School	5186	9-12, Adults

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 opportunities, Student Council, National Honor Society, some clubs have a civic component, KAY Club	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Credit Recovery summer school, Orion courses and Edgenuity	
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?		
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?	No	Continued para shortage, lacking quality applicants for positions.
b. How many classified support staff are currently employed?	13	
c. How many classified support staff are needed?	13	
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: 385	Bldg #	Grades Served:
School: Andover Central High School	5186	9-12, Adults

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?	Our current PD Plan has been successful with meeting our needs	
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	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	In development	Parent University, Tips on our website
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, Weekly Newsletters, School Messenger, Powerschool	
f. What types of communication/social media exists with your community? Is it adequate?	Yes, Twitter, Facebook, Instagram	
SECTION 8: School Data		Notes
a. Building Attendance Rate	92.5%	
b. Building Chronic Absenteeism Rate	23.0%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	91.3%	FOUR-YEAR ADJUSTED COHORT FORMULA
b. What is our building dropout rate?	1.9%	
c. What is our average comprehensive ACT score?	22.2	
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?	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 & No	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Central High School</u>	5186	9-12, Adults

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 AHS students.	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Middle School</u>	5179	6-8

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

SECTION 1: Student Needs	Notes
a. Student Headcount	730 Official enrollment
b. Percentage of students with an active IEP	16.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	1.30%
d. Percentage of students identified as At-Risk (Free lunch)?	17.50%
e. Pupil-Teacher Ratio Average	19.1 : 1
f. Pupil-Teacher Ratio Median	20.3 : 1
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 Data is reviewed regularly, goals are set at the grade level and individual levels which align to district goals, consistent progress monitoring with fluid MTSS groupings for reading .STAR screening, Dyslexia screening, Course placement based on students' needs, including remedial classes as needed, provide individual and classwide interventions to fill learning gaps.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Students reflected on previous year's state
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?	Kansas Communities That Care for 6th and 8th who opt in, Panorama for 6, 7, 8, students who opt in Participation has declined due to new legislation requiring parents to opt in.
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.
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?	Individual Plan of Study Star Recognition Rubric Part of the Andover Data Dashboard
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Middle School</u>	5179	6-8

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

g. How are you ensuring students are civically engaged?	Middle School Matters: Steppin' Up Day, Food Drives, Hygiene Drives, etc. Partnering with elementary schools helping with field days and other activities.	Students participate in community service and collecting items for various organizations.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We are offering after school tutoring and summer school to select 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)	N/A	
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	
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	
c. How many classified support staff are needed?	15	Some support positions are hard to fill and or keep filled

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Middle School</u>	5179	6-8

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	As our population continues to grow as do the needs of students, additional counseling or social work support will be needed.
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?	Thorough understanding of the MTSS process	District partnership with TASN

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
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?	Email, Newsletters, Social Media (Twitter, Facebook)
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?	Weekly Newsletters, email, website, social media; Yes
f. What types of communication/social media exists with your community? Is it adequate?	Newsletters, email, Automated phone calls, Twitter, Facebook: Yes

SECTION 8: School Data

Notes	
a. Building Attendance Rate	94.1%
b. Building Chronic Absenteeism Rate	15.1%
c. District Chronic Absenteeism Rate	15.7%
d. District Graduation Rate	92.2%
e. District Dropout Rate	0.80%

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

District: 385	Bldg #	Grades Served:
School: Andover Middle School	5179	6-8

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?	Student behavior, Apathy towards school work	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Staff dedicated to working with challenging behaviors which benefits colleagues, parents, and students. (ex: social workers, additional counseling, staff training)	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Central Middle School</u>	5185	6-8

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

SECTION 1: Student Needs		Notes
a. Student Headcount	601	
b. Percentage of students with an active IEP	16%	
c. Percentage of students enrolled in English Language Learner (ELL) services	1%	
d. Percentage of students identified as At-Risk (Free lunch)?	18.60%	
e. Pupil-Teacher Ratio Average	20.1 : 1	
f. Pupil-Teacher Ratio Median	19.3 : 1	
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	Data is reviewed regularly, goals are set at the grade level and individual levels which align to district goals, consistent progress monitoring with fluid MTSS groupings for reading .STAR screening, Dyslexia screening, Course placement based on students' needs, including remedial classes as needed, provide individual and classwide interventions to fill learning gaps.
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?	Kansas Communities That Care for 6th and 8th who opt in, Panorama for 6, 7, 8, students who opt in	
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.	
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?	Individual Plan of Study Star Recognition Rubric	Part of the Andover Data Dashboard
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	

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

District: 385	Bldg #	Grades Served:
School: Andover Central Middle School	5185	6-8

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

g. How are you ensuring students are civically engaged?	Curriculum, service projects, guest speakers, Exploration Day	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	N/A	
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	
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?	11	
c. How many classified support staff are needed?	12	Some support positions are hard to fill and or keep filled
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: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Central Middle School</u>	5185	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?	Differentiated instruction; Co-teaching training; Vocabulary and Reading 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?	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	
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?	Newsletters, Informational Emails, School Website, Social Media Outlets (Twitter and Facebook)	
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?	Principal's Weekly Message; Weekly JagWire; Progress Reports; Social Media Communication	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, School Website, School Messenger: Yes	
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.9%	
b. Building Chronic Absenteeism Rate	7.4%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	
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?	Increasing number of students in crisis needing mental health services; parent education is needed.	
1. Can these be achieved with additional resources?	Yes	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Andover Central Middle School</u>	5185	6-8

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

2. Why or why not?	Mental health education; coping strategies; parent education workshops; trauma-informed	There will always be outside factors that the school district will not be able to address that will
b. Additional building unique items:		

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Cottonwood Elementary</u>	5177	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	432	
b. Percentage of students with an active IEP	30.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.02	9 students of the 432
d. Percentage of students identified as At-Risk (Free lunch)?	25.00%	
e. Pupil-Teacher Ratio Average	21.9	
f. Pupil-Teacher Ratio Median	19.7	
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	Data conversations, goal setting, identify standards, progress monitor, provide individual and classwide interventions to fill learning gaps
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Teacher conversations and goal setting
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?	Panorama Data, classroom observations, Second Step curriculum, counseling services	
b. What are the targets/goals related to social/emotional growth?	Student Engagement and Sense of Belonging	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages Questionnaire, be age of 5 on or before Sept 1st, Visitation	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	PK program outcomes	
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?	School jobs; Community Service projects; Grade level Social Studies standards	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School, Key Academy through the YMCA, some after school clubs or programs available	Book club, tutoring
b. Are there appropriate and adequate instructional materials?	Yes	

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

District: 385	Bldg #	Grades Served:
School: Cottonwood Elementary	5177	K-5

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	
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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)	N/A	
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	
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?	15	Instructional Aides, Health Clerk, Library Clerk (Custodial/Food Service) not all full time
c. How many classified support staff are needed?	15	
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?	Continued reading and math pedagogy; Working with behaviorally challenged or unmotivated students; Time to review data and use it to guide instruction.	

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: 385	Bldg #	Grades Served:
School: Cottonwood Elementary	5177	K-5

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?	No	

SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Individual meetings, PTO, Site Council, Parent Teacher Conferences	
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?	Newsletters, Website, Twitter, Facebook, papers home; Yes	
f. What types of communication/social media exists with your community? Is it adequate?	Twitter, Facebook, School and District Website; yes	

SECTION 8: School Data

		Notes
a. Building Attendance Rate	94.1%	
b. Building Chronic Absenteeism Rate	12.0%	(Have missed more than 10% of days at the time of this report)
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	

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?	Students who cannot self-regulate, emotional diagnosis/trauma, behaviors that are disruptive to the learning environment, increased documentation requirements (bureaucracy), Respect for others	
1. Can these be achieved with additional resources?	We have managed so far, it is just a lot to add to an already full plate. We ask our teachers to do a lot.	

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

District: 385	Bldg #	Grades Served:
School: Cottonwood Elementary	5177	K-5

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

2. Why or why not?	There is no program or specific curriculum to help manage student mental health. It is people working together, having time to address concerns, having small numbers of students, working during the school day.	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:	Our building has students whose needs are met in three Self-Contained classrooms. While we have plenty of stuff, the last two years, it has become increasingly more difficult to find substitutes who will work in their rooms and paraprofessionals. Other buildings are struggling to find paraprofessionals also, but with a full program, it is really hard. Very thankful for the ones we have.	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Meadowlark Elementary</u>	5182	K-5

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

SECTION 1: Student Needs	Notes
a. Student Headcount	370
b. Percentage of students with an active IEP	13.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%
d. Percentage of students identified as At-Risk (Free lunch)?	3.00%
e. Pupil-Teacher Ratio Average	20.5
f. Pupil-Teacher Ratio Median	18.0
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 Data conversations, goal setting, identify standards, progress monitor, provide individual and classwide interventions to fill learning gaps
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?	Panorama
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase Kindergarten Readiness
e. How are successes of Individual Plans of Study being measured?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	Curriculum, field trips, service projects, guest speakers
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School and after school programs
b. Are there appropriate and adequate instructional materials?	Yes

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

District: 385	Bldg #	Grades Served:
School: Meadowlark Elementary	5182	K-5

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	
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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)	N/A	
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	
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?	9	more for SEL support needed Instructional Aides, Health Clerk, Library Clerk (Custodial/Food Service) not all full time
c. How many classified support staff are needed?	9	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	more for SEL support needed
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?	Professional Learning Plan is district aligned	

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	

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

District: 385	Bldg #	Grades Served:
School: Meadowlark Elementary	5182	K-5

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

SECTION 7: Family Needs/Community Relations

		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Family Engagement initiatives, sharing student work, PTO, Site Council	
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?	Newsletter, Social Media, School Messenger,	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram, Twitter	

SECTION 8: School Data

		Notes
a. Building Attendance Rate	93.9%	
b. Building Chronic Absenteeism Rate	16.8%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	

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

		Notes
a. What is our building graduation rate	NA	
b. What is our building dropout rate?	NA	
c. What is our average comprehensive ACT score?	NA	

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?	Mental Health	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Potentially staff to support	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		

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

District: 385	Bldg #	Grades Served:
School: Prairie Creek Elementary	5183	K-5, PK with IEP, PK, PK At-Risk (3- & 4-Years Old)

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

SECTION 1: Student Needs		Notes
a. Student Headcount	392	
b. Percentage of students with an active IEP	20.90%	Increase number of IEP as PreK and Early Childhood programs are housed in our school
c. Percentage of students enrolled in English Language Learner (ELL) services	7.40%	
d. Percentage of students identified as At-Risk (Free lunch)?	28.30%	
e. Pupil-Teacher Ratio Average	20.8:1	
f. Pupil-Teacher Ratio Median	19.5:1	
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?	No	
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	Data conversations, goal setting, identify standards, progress monitor, provide individual and classwide interventions to fill learning gaps
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?	Panorama	
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase Kindergarten Readiness	The district Early Childhood and Pre K programs are housed at PCE, continually looking at how to improve K readiness
e. How are successes of Individual Plans of Study being measured?	NA	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g. How are you ensuring students are civically engaged?	Curriculum, field trips, service projects, guest speakers	
SECTION 3: Curriculum Needs		Notes

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

District: 385	Bldg #	Grades Served:
School: Prairie Creek Elementary	5183	K-5, PK with IEP, PK, PK At-Risk (3- & 4-Years Old)

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.)?	summer school, YMCA after school program,	
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)	N/A	
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	
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?	EC Paras: 10 PreK Paras 7 IR Paras 5 Title Paras 4 Other classified:5	Instructional Aides, Health Clerk, Library Clerk (Custodial/Food Service) not all full time
c. How many classified support staff are needed?	1 additional would be appreciated	
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	We need a instructional coach to serve our staff. Over 1/2 of the staff have only been here at PCES for 1=2 years. The district procedures and curriculum are new to them.
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Professional Learning Communities, MTSS Reading, Instructional Framework, Data Based Decision Making, i-ready, Pathways coaching	

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

District: 385	Bldg #	Grades Served:
School: Prairie Creek Elementary	5183	K-5, PK with IEP, PK, PK At-Risk (3- & 4-Years Old)

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?	No	
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?	Individual P/T conferences, PTO, Site Council	
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?	Newsletters, social media, emails	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Dojo, Website	
SECTION 8: School Data		
a. Building Attendance Rate	93.6%	
b. Building Chronic Absenteeism Rate	14.5%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/a	
SECTION 9: Other Data		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	attendance	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	possible staff to follow up with chronically absent students/ families and to make a plan for them to improve attendance. Ex: PANDO Initiative	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Robert M. Martin Elementary</u>	5181	K-5

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

SECTION 1: Student Needs	Notes
a. Student Headcount	518
b. Percentage of students with an active IEP	6%
c. Percentage of students enrolled in English Language Learner (ELL) services	2.00%
d. Percentage of students identified as At-Risk (Free lunch)?	6.00%
e. Pupil-Teacher Ratio Average	22.7:1
f. Pupil-Teacher Ratio Median	23.5:1
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?	Panorama, teacher observation
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages, universal screening assessment
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase Kdg readiness
e. How are successes of Individual Plans of Study being measured?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	Curriculum field trips, field trips, service projects
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school programs, summer school
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

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

District: 385	Bldg #	Grades Served:
School: Robert M. Martin Elementary	5181	K-5

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)	N/A	
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	
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?	10	Instructional Aides, Health Clerk, Library Clerk (Custodial/Food Service) not all full time
c. How many classified support staff are needed?	Ideally, 13 or 14	
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?	Reading, MTSS, Evidence-based instruction practices, PLC 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?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Robert M. Martin Elementary</u>	5181	K-5

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

SECTION 7: Family Needs/Community Relations	Notes
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Family Engagement, PTO, Family nights, sharing of 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?	Newsletters, Facebook, PS, Parent-Teacher Conf, website, School Messenger
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, individual Instagram pages, Twitter
SECTION 8: School Data	Notes
a. Building Attendance Rate	94.9%
b. Building Chronic Absenteeism Rate	9.9%
c. District Chronic Absenteeism Rate	15.7%
d. District Graduation Rate	92.2%
e. District Dropout Rate	0.80%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	
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?	Increased number of students with mental health and SEL concerns
1. Can these be achieved with additional resources?	Yes
2. Why or why not?	full-time social worker would allow for more partnership and resources
b. Additional building unique items:	There will always be outside factors that the school district will not be able to address that will affect students and families.

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

District: 385	Bldg #	Grades Served:
School: Sunflower Elementary School	5184	K-5, PK with IEP

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

SECTION 1: Student Needs	Notes
a. Student Headcount	363
b. Percentage of students with an active IEP	19.00%
c. Percentage of students enrolled in English Language Learner (ELL) services	0.02%
d. Percentage of students identified as At-Risk (Free lunch)?	23.40%
e. Pupil-Teacher Ratio Average	20.2:1
f. Pupil-Teacher Ratio Median	21.3:1
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?	No
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are using the MTSS model in our Reading Intervention time. Our students are grouped by need and our teachers are instructing them, not the aides. We provide individual and classwide interventions to fill learning gaps.
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?	Panorama
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase Kindergarten Readiness
e. How are successes of Individual Plans of Study being measured?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	Curriculum, field trips, service projects, guest speakers
SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Sunflower Elementary School</u>	5184	K-5, PK with IEP

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	

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	
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?	21	Instructional Aides, Health Clerk, Library Clerk (Custodial/Food Service) not all full time
c. How many classified support staff are needed?	21	
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?	MTSS procedures, evidence-based instruction, analyzing data	

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	

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

District: 385	Bldg #	Grades Served:
School: Sunflower Elementary School	5184	K-5, PK with IEP

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?	Conferences	
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?	Classroom newsletters, school-wide Bloomz accounts, school newsletters, FaceBook	
f. What types of communication/social media exists with your community? Is it adequate?	FaceBook pages for school and PTO, Bloomz accounts for each classroom, email	

SECTION 8: School Data

		Notes
a. Building Attendance Rate	94.2%	
b. Building Chronic Absenteeism Rate	0.1%	29 out of 363 missed 10% or more days
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	

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?	We have a high percentage of students who qualify for an IEP. The staffing for Resource teachers is a challenge as well as hiring paraprofessionals.	
1. Can these be achieved with additional resources?	If you can find the resources.	
2. Why or why not?	There aren't a lot of people looking for these jobs.	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		

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

District: 385	Bldg #	Grades Served:
School: Wheatland Elementary	5187	K-5

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

SECTION 1: Student Needs		Notes
a. Student Headcount	431	
b. Percentage of students with an active IEP	9.70%	
c. Percentage of students enrolled in English Language Learner (ELL) services	3.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	5.80%	
e. Pupil-Teacher Ratio Average	21.55:1	
f. Pupil-Teacher Ratio Median	22.1:1	
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?	No	
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	PLC data mining, goals are set at the grade level and building levels which align to district goals, review of standards met/not yet met, consistent progress monitoring. Provide individual and classwide interventions to fill learning gaps.
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?	Panorama	due to recent legislation, we do not have as many participate as we did in the past
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages, local assessment, universal screening assessment, visitation day, teacher observation	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	grade level standards adopted by the BOE	
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?	Field trips, redesign efforts specifically with community service activities, social studies standards	

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

District: 385	Bldg #	Grades Served:
School: Wheatland Elementary	5187	K-5

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

		Notes
SECTION 3: Curriculum Needs		
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	chess, key academy, various outside groups offer activities,	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
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	N/A
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	
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	
b. How many classified support staff are currently employed?	15	Instructional Aides, Health Clerk, Library Clerk (Custodial/Food Service) not all full time
c. How many classified support staff are needed?	16	
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?	continued iReady training, overall pedagogical techniques, data review	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Wheatland Elementary</u>	5187	K-5

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	There are always repairs on a building that are needed and done each year.
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?	Individual P/T conferences, PTO, Site Council	
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?	Newsletters, websites, Twitter, Facebook, email, face-to-face meetings, phone calls, and more:yes	
f. What types of communication/social media exists with your community? Is it adequate?	Newsletters, websites, Twitter, Facebook, email, face-to-face meetings, phone calls, and more:yes	
SECTION 8: School Data		
a. Building Attendance Rate	96.0%	
b. Building Chronic Absenteeism Rate	7.7%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	
SECTION 9: Other Data		
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Students that struggle to regulate their emotions, misread social situations, use physical means to solve problems, and as a result take significant staff time to support them	
1. Can these be achieved with additional resources?	Yes	

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

District: <u>385</u>	Bldg #	Grades Served:
School: <u>Wheatland Elementary</u>	5187	K-5

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

2. Why or why not? _____ b. Additional building unique items: _____ _____ _____	Additional special education staff both highly qualified resource teachers and paraprofessionals would help significantly.	There will always be outside factors that the school district will not be able to address that will affect students and families.
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2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

District: 385	Bldg #	Grades Served:
School: Andover eCademy	5204	K-12

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

SECTION 1: Student Needs	Notes
a. Student Headcount	355
b. Percentage of students with an active IEP	11.40%
c. Percentage of students enrolled in English Language Learner (ELL) services	4.00%
d. Percentage of students identified as At-Risk (Free lunch)?	N/A
e. Pupil-Teacher Ratio Average	24:1
f. Pupil-Teacher Ratio Median	23.0
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?	No
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 Data is reviewed regularly, goals are set at the grade level and individual levels which align to district goals, consistent progress monitoring with fluid MTSS groupings for reading .STAR screening, Dyslexia screening, Course placement based on students' needs, including remedial classes as needed, provide individual and classwide interventions to fill learning gaps.
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?	Panorama
b. What are the targets/goals related to social/emotional growth?	KESA Goal #2: Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Ages and Stages
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Increase Kindergarten Readiness
e. How are successes of Individual Plans of Study being measured?	NA
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA
g. How are you ensuring students are civically engaged?	Curriculum, field trips, service projects, guest speakers

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

District: 385	Bldg #	Grades Served:
School: Andover eCademy	5204	K-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.)?	Summer school All programs are virtual, onsite opportunities are offered
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?	
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?	7
c. How many classified support staff are needed?	7
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?	Using virtual tools and identifying strategies that are impactful in a virtual setting

SECTION 6: Facility Needs	Notes
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2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

District: 385	Bldg #	Grades Served:
School: Andover eCademy	5204	K-12

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

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	
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 have an extensive training for our learning coaches	
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?	email- newsletters: Yes	
f. What types of communication/social media exists with your community? Is it adequate?	facebook: yes	

SECTION 8: School Data		Notes
a. Building Attendance Rate	98.9%	
b. Building Chronic Absenteeism Rate	4.9%	
c. District Chronic Absenteeism Rate	15.7%	
d. District Graduation Rate	92.2%	FOUR-YEAR ADJUSTED COHORT FORMULA
e. District Dropout Rate	0.80%	

SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	79.6%	FOUR-YEAR ADJUSTED COHORT FORMULA
b. What is our building dropout rate?	0.70%	
c. What is our average comprehensive ACT score?	22.2	

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?	Students that struggle to regulate their emotions, misread social situations, use physical means to solve problems, and as a result take significant staff time to support them	
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?	Additional special education staff both highly qualified resource teachers and paraprofessionals would help significantly.	There will always be outside factors that the school district will not be able to address that will affect students and families.
b. Additional building unique items:		