

### **AHS Needs Assessment**

SECTION 1: Student Needs			Notes
a.	Student Headcount	426	
b.	Percentage of students with an active IEP	26.00%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	56.00%	
e.	Pupil-Teacher Ratio Average	20.0	
f.	Pupil-Teacher Ratio Median	15.0	
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	Special Education, African American Population, Free-Reduce Lunch
i.	Is there a tiered system of support to target reading growth?	No	

### **AAS Needs Assessment**

SECTION 1: Student Needs			Notes
a.	Student Headcount	37	
b.	Percentage of students with an active IEP		
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d.	Percentage of students identified as At-Risk (Free lunch)?	85.00%	
e.	Pupil-Teacher Ratio Average	8 to 1	
f.	Pupil-Teacher Ratio Median	8 to 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	

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j.	Is there a tiered system of support to target math growth?	No	
k.	Are there local assessments to measure reading growth?	Yes	iReady, ACT, WorkKeys
l.	Are there local assessments to measure math growth?	Yes	Local Assessments
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After school tutoring, Summer School ESY
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Adding intervention to English	
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Visible Learning

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j.	Is there a tiered system of support to target math growth?	Yes	
k.	Are there local assessments to measure reading growth?	Yes	I-Ready
l.	Are there local assessments to measure math growth?	Yes	I-Ready
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Small Group Setting/Edgenuity
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		Visible Learning to improve quality of instruction
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?		

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<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	Panorama, Kansas Communities that Care	Students are given the survey three times a year. Student group (SWAG) to help others with mental health.
b.	What are the targets/goals related to social/emotional growth?	<p>Students will be able to identify a problem and consider the perspective of others involved before creating multiple possible solutions and evaluating which solution would be most effective.</p> <p>Students will recognize, identify, and utilize strategies to manage emotions, stress, and maintain resilience.</p> <p>Students will demonstrate a growth mindset and willingness to integrate diverse points of view</p>	SEL Team created and counselors meet with students regularly about mental health, analyzed data
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	x	

### **AAS Needs Assessment**

<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	Guidance Center	Mental Health Group, Kansas Communities that Care
b.	What are the targets/goals related to social/emotional growth?	Visible Learning	Learner Dispositions, Reduction of Office Referrals and Suspensions
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kindergarten Roundup for Readiness	Done in March

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d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	x	
e.	How are successes of Individual Plans of Study being measured?	Students are working on their IPS weekly in seminar, they meet regularly with the IPS coordinator and set up the 4 year plans, but then are also encouraged to review those regularly. Throughout the 4 years, students complete an exit portfolio and complete an exit interview with community members. Students will complete weekly tasks in Naviance	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Our goal was go have 45% of our students complete postsecondary, we also utilize the JAG-K program.	

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d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Pre-K is offered	At-Risk
e.	How are successes of Individual Plans of Study being measured?	Outcomes/	Regular Meetings w/IPS Coordinator
f.	What are the targets/goals related to postsecondary completion/attendance ? (only if building serves Grade 12)	Tracking IPS	45% complete post secondary, JAG-K

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g	How are you ensuring students are civically engaged?	Students complete the day of service, students in clubs are also encouraged to participate in a community service project. Speakers are also brought in that introduce students to areas in the community that are available to be assistance at, Ineract, job shadowing, government day.	
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutor Me, Afterschool tutoring with teacher, and summer school	
b.	Are there appropriate and adequate instructional materials?	Yes	Edgenuity is used, could be used in a more appropriate way or better way.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S. A. 72-3218)</b>			<b>Notes</b>

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g	How are you ensuring students are civically engaged?	Through Social Studies and Elective Courses	Day of Service-community Service, job shadow, coffee clubs, speakers,
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	The Guidance Center	Afterschool Group, AfterSchool Learning, Tutor Me
b.	Are there appropriate and adequate instructional materials?	Yes	One to One Ipads, Promethean Boards, Apple TV
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	One to One Ipads, Promethean Boards, Apple TV
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>

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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	Senior Exit Interviews,
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	

### **AAS Needs Assessment**

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	One to One IPAD, Real World Opportunities, Coffee Club,
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	

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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	

### **AAS Needs Assessment**

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	Poetry Slams/Black History/Electives
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	Highland Technical College

### AHS Needs Assessment

	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	
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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	Lack of qualified applicants in the qualified areas
b.	How many classified support staff are currently employed?	18	
c.	How many classified support staff are needed?	22	

### AAS Needs Assessment

	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	Highland Technical Center
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
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	Lack of Enrollment Increase. The lack of qualified personalled applying for positions
b.	How many classified support staff are currently employed?	11	
c.	How many classified support staff are needed?	15	

### AHS Needs Assessment

d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	No School Psych
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?	Visible Learning, Data disaggregation training, high yield instructional strategies, mentoring programs, PD	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	No	Out of classroom space, built a wall for classroom, choir and band share a room
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	District Conducts a yearly building needs assessments and these are addressed in that report.

### AAS Needs Assessment

d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	no	No counselor or librarian
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Visible Learning is a district initiative. All teachers are trained.	Monthly PLCs, walkthroughs, Mentoring, Visible Learning
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
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	This is being addressed through the long-term facilities plan.

### AHS Needs Assessment

c.	Are additional School Buses needed or any additional Routes needed?	No	Contract out services and we work with company
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	P/T conferences, IPS, Freshmen orientation,
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?	None	
c.	Do you have an active Site Council?	Yes	Meet 4- 6x a year
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Meet Monthly

### AAS Needs Assessment

c.	Are additional School Buses needed or any additional Routes needed?	No	Have to communicate our needs through bus company
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	Thanksgiving Dinner for families, Pizza and Praise, Parent Teacher conferences, Welcome back,
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Yes	Monday Minute videos, newsletter,
c.	Do you have an active Site Council?	Yes	Meet 4-6 times per year
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No	

### AHS Needs Assessment

e.	What types of communication exists with families? Is it adequate?	Weekly newsletters, social media posts, face to face emails, texts ect.	
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, twitter, instagram, website	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	92.2%	
b.	Building Chronic Absenteeism Rate	29.5%	
c.	District Chronic Absenteeism Rate	22.4%	
d.	District Graduation Rate	84.0%	
e.	District Dropout Rate	1.2%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	a. What is our building graduation rate	88.9%	
	b. What is our building dropout rate?	1.1%	
	c. What is our average comprehensive ACT score?	19.8	

### AAS Needs Assessment

e.	What types of communication exists with families? Is it adequate?	Yes	School Newsletter, School Messenger, Phone contact
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook, Twitter, Instagram, Website
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	80.9%	
b.	Building Chronic Absenteeism Rate	60.7%	
c.	District Chronic Absenteeism Rate		
d.	District Graduation Rate		
e.	District Dropout Rate		
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	a. What is our building graduation rate	86.3%	
	b. What is our building dropout rate?	12.5%	
	c. What is our average comprehensive ACT score?		

### AHS Needs Assessment

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?	Parent engagement, attendance rate, Social Emotional health of students	
	1. Can these be achieved with additional resources?	potentially	
	2. Why or why not?	Social emotional health of students could be improved with additional counselor/clinical social worker.	
b.	Additional building unique items:		
		Age of our building	

### AAS Needs Assessment

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?	Absenteeism, Parent Engagement	
	1. Can these be achieved with additional resources?	Yes, communication to parents	
	2. Why or why not?		
b.	Additional building unique items:		

### AES Needs Assessment

SECTION 1: Student Needs			Notes
a.	Student Headcount	760	
b.	Percentage of students with an active IEP		

### AMS Needs Assessment

SECTION 1: Student Needs		
a.	Student Headcount	349
b.	Percentage of students with an active IEP	27.80%

### **AHS Needs Assessment**

c.	Percentage of students enrolled in English Language Learner (ELL) services	0.01%	
d.	Percentage of students identified as At-Risk (Free lunch)?	65.40%	
e.	Pupil-Teacher Ratio Average	19.0	
f.	Pupil-Teacher Ratio Median	18.0	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	Guidance center, CASA

### **AAS Needs Assessment**

c.	Percentage of students enrolled in English Language Learner (ELL) services	.3%	
d.	Percentage of students identified as At-Risk (Free lunch)?	58.20%	
e.	Pupil-Teacher Ratio Average	11 to 1	
f.	Pupil-Teacher Ratio Median		
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	

### **AHS Needs Assessment**

h.	Are there gaps in student success among race/ethnicity student subgroups?	Yes	We are focusing on quality tier 1 instruction being delivered to all learners, evidence based Tier 3 programs, and systematically improving tier 2 interventions. We see gaps in ELA for our African American Sub group, however, our Hispanic sub group is performing above all students. (Look at special education and look at Educlimber)
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### **AAS Needs Assessment**

h.	Are there gaps in student success among race/ethnicity student subgroups?	No
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### **AHS Needs Assessment**

i.	Is there a tiered system of support to target reading growth?	Yes	Interventionist: Sondag and LLI, Tier 2 iReady Teacher toolbox
j.	Is there a tiered system of support to target math growth?	Yes	Interventionist: Do the math and Easy CBM, Tier 2 iReady Teacher toolbox
k.	Are there local assessments to measure reading growth?	Yes	BAS, SRI, iReady, Roots/Wings assessment
l.	Are there local assessments to measure math growth?	Yes	iReady, Go Math Formative and Summative assessments

### **AAS Needs Assessment**

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

### **AHS Needs Assessment**

m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	After school tutoring program, Crazy 8's club, Summer Academy, ESY
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### **AAS Needs Assessment**

m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes
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### AHS Needs Assessment

n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		<p>Visible learning to improve the quality of tier of 1 instruction. We are working on utilizing effective feedback for students and staff. Implementing tier 2 instructional processes to meet the needs of all students. Calibrating walkthrough data to ensure consistent high levels of instruction. Utilizing PLC to provide equity in instruction and learning for all students. Using data protocols, SIT,</p>
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### AAS Needs Assessment

n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	<p>Visible Learning (Learning Targets, Success Criteria), Intervention Times, Improving SIT process, data review , calibrating walkthrough , using protocols,</p>
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### AHS Needs Assessment

o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	SMART goals for state accreditation. Our goal is to decrease level 1 and 2's by the end of the 2022-2023 school year. We will support this goal by the implementing visible learning, implementing tier 2 instructional processes, and tier 3 programs.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	Satchel Pulse	Second steps is our curriculum, protected time in the master schedule for direct SEL instruction.

### AAS Needs Assessment

o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments ?	Yes
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>		
a.	How is social/emotional growth being measured?	Satchel pulse, KCTC Survey

### **AHS Needs Assessment**

b.	What are the targets/goals related to social/emotional growth?	Decrease behavior referrals, building positive relationships with students, analyzing student screener data, reduction in suspension	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Using ASQ data	

### **AAS Needs Assessment**

b.	What are the targets/goals related to social/emotional growth?	Reduction of discipline referrals in suspensions, analyzing screener data
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

### AHS Needs Assessment

e.	How are successes of Individual Plans of Study being measured?	Supporting this outcome by supply students with career learning opportunities	
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?	Guest speakers, community partners, field trips, Junior Fire marshal, Junior Achievement	Phenix/Wings, Student council, Vetern's day appreciation

### AAS Needs Assessment

e.	How are successes of Individual Plans of Study being measured?	students meet regularly with IPS coordinator as well as counselor and completing tasks in Naviance,
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?	students complete job shadow projects, field trips, guest speakers, KAYS, STUCO, learning about voting and other civic duties through SS,

### AHS Needs Assessment

SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school tutoring and 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	1 to 1 ipads, teachers have ipads and laptops, interactive boards
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes

### AAS Needs Assessment

SECTION 3: Curriculum Needs		
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School, ESY, TutorMe app,
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)		

### AHS Needs Assessment

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	Real world learning opportunities in classroom

### AAS Needs Assessment

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

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	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	3rd grade participates in the Junior Achievement program
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Satchel Pulse and Second Steps

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	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

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	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Music, Art and STEM are stand alone classes
	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.	N/A	

### **AAS Needs Assessment**

	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

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	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.	N/A	
<b>SECTION 5: Staff Needs</b>			<b>Notes</b>

### **AAS Needs Assessment**

	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	
<b>SECTION 5: Staff Needs</b>			

### AHS Needs Assessment

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	Loss of support staff due to funding making it difficult to maximize student growth. Staff utilizing the TAP program to become certified. Funding for special education, student enrollment. Majority of staff holds a valid teaching license, however we do have staff that are on the TAP program and will be teacher of record.
b.	How many classified support staff are currently employed?	30	Paras, custodian: 5, speech: 4, Kitchen: 6, secs, PT.OT

### AAS Needs Assessment

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
b.	How many classified support staff are currently employed?	21

### **AHS Needs Assessment**

c.	How many classified support staff are needed?	40	Do not have all the support staff that we need
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Social Worker, Counselor, 1 RN, 1 LPN, 1 CNA, librarian, school psych, guidance center
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Montly PLC's, trainings/co nference for PD

### **AAS Needs Assessment**

c.	How many classified support staff are needed?	
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

### AHS Needs Assessment

f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Visible learning PD, frequent and effective feedback from admin (walkthroughs). Mentoring program	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	Yes	Need space for support services, and bringing in preschool
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Refer to district long range facility plan	The district conducts a yearly facility needs, and needs are reflected In the long range facility needs
c.	Are additional School Buses needed or any additional Routes needed?	Yes	We contract out our services for transportation and have to communicate our needs to them.

### AAS Needs Assessment

f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Visible learning, feedback from walkthroughs, mentoring programs, regular staff meetings	
<b>SECTION 6: Facility Needs</b>			
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	

## AHS Needs Assessment

SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Grade Level Family Engagement nights, Parent teacher conferences, Title 1 events, back to school night,
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?	Parents as teachers, family engagement, ready Rosie	

## AAS Needs Assessment

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?	Yes

### AHS Needs Assessment

c.	Do you have an active Site Council?	Yes	Min of 4 times a year
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Community Club(parent run organization )
e.	What types of communication exists with families? Is it adequate?	Weekly grade level newsletters, weekly whole school newsletter, SeeSaw, Google Classroom, phone calls, school messenger, etc	
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Instrgram, webpage	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	94.2%	

### AAS Needs Assessment

c.	Do you have an active Site Council?	Yes
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e.	What types of communication exists with families? Is it adequate?	Weekly newsletter, school messenger, phone calls, emails, Facebook, Twitter, face to face meetings- Yes
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter, Instagram, website, athletics website
<b>SECTION 8: School Data</b>		
a.	Building Attendance Rate	94.9%

### **AHS Needs Assessment**

b.	Building Chronic Absenteeism Rate	17.4%	
c.	District Chronic Absenteeism Rate	22.4%	
d.	District Graduation Rate	84.0%	
e.	District Dropout Rate	1.2%	
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	a. What is our building graduation rate		
	b. What is our building dropout rate?		
	c. What is our average comprehensive ACT score?		
<b>SECTION 9: Other Data</b>			<b>Notes</b>

### **AAS Needs Assessment**

b.	Building Chronic Absenteeism Rate	17.7%
c.	District Chronic Absenteeism Rate	22.4%
d.	District Graduation Rate	84.0%
e.	District Dropout Rate	1.2%
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>		
	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
<b>SECTION 9: Other Data</b>		

### AHS Needs Assessment

a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Quality tier 1 instruction, building relationships with students and supporting students mental health. Engaging families, and building a meaningful connection with the school	
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?	With additional resources we can train all stakeholders and develop an action plan to meet the needs of all students. With additional resources we can become a competitive work place in relation to surrounding job opportunities.	
b.	Additional building unique items:		

### AAS Needs Assessment

a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	
	1. Can these be achieved with additional resources?	
	2. Why or why not?	
b.	Additional building unique items:	

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Notes
2021-22 school year
2021-22 - 97 total (11 in gifted program)

1 student
202
349 kids to 33 teachers
All staff

iReady data -  
Look at  
AMOSS on  
KSDe

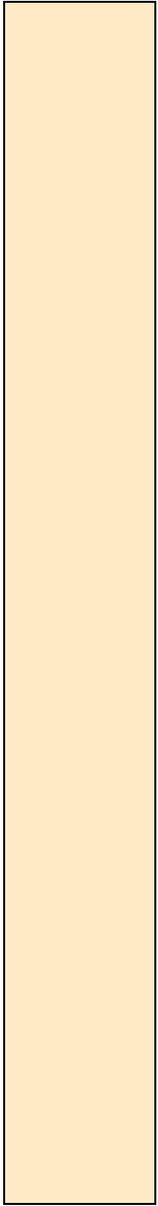
Academies/  
intervention  
times

Academies/  
intervention  
times

iReady

iReady

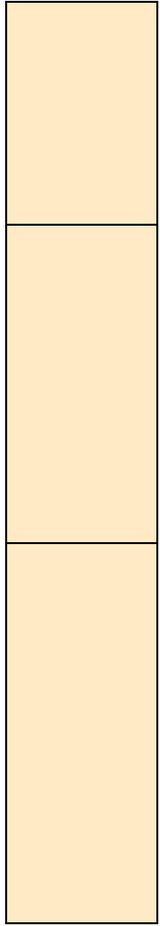
I/CE, ESY,  
Summer  
School

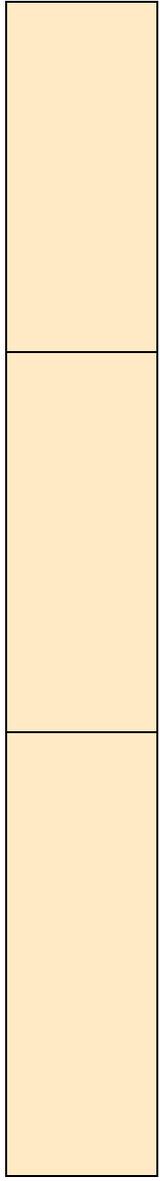


SMART  
Goals -  
iReady -  
decrease at  
risk by 30%  
in both  
reading and  
math,  
increase on  
grade level  
by 15% - in  
both reading  
and math,  
this should  
decrease  
levels 1 and  
2 on state  
assessments

**Notes**

Second  
Steps  
curriculum



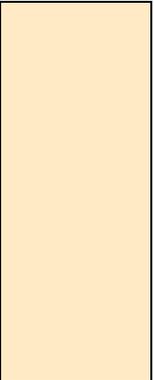


**Notes**

all students  
have iPads,  
each teacher  
has  
computer  
and iPad,  
classrooms  
equipped  
with  
smartboard

**Notes**

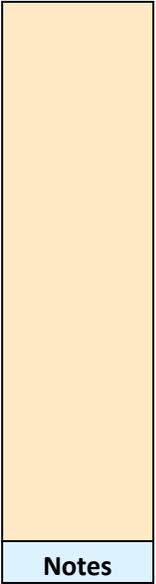
real world learning opportunities in the classroom, research projects



learning  
opportunities  
in ss  
classrooms  
as well as  
success  
seminar  
classroom

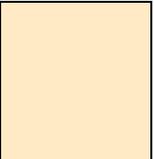
regular  
classes with  
counselor,  
Second Step  
lessons

provide  
multiple  
elective  
opportunities,



Due to lack  
of applicants  
for certain  
positions

paras,  
custodians,  
food service,  
secretaries2  
021-22



counselor,  
librarian,  
nurse, ACHC  
therapist,

Visible  
Learning -  
some are  
strictly for  
leadership  
groups and  
admin,  
Principal  
PLC, PLC,

<b>Notes</b>
Do need some repairs but are being addressed in long terms facilities plan
contract out with Applebus for transportation services

<b>Notes</b>
Parent Teacher conferences, Student/Parent Engagement Night, So This is Middle School night, Back to School Nights, Sports meetings
Family Engagement Nights, Friday Message (Middle Years publication), Back to School Nights, So This is Middle School Night.

Meets 4 times a year.

Had one pre-Covid, will start again next year

**Notes**

2021

2021
2021
2021
2020
<b>Notes</b>
<b>Notes</b>


ue items:
