

## BOE State Assessments Review

### Maize USD #266

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

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

Signatures	Dr. Jeffrey Jarman	Dr. Raquel Greer
	<b>Board President</b>	<b>Superintendent of Schools</b>
<b>District USD #266</b>	<b>Grades</b>	<b>District Common Barriers</b>
<p>Synthesis of building needs assessments occurred to establish district common barriers to student achievement at grade level proficiency.</p> <p>Consideration of Board goals, stakeholder feedback, and district resources generated district recommendations for budgetary action.</p>	<p>1. Maize USD 266 desires to remain competitive with Wichita metro area school districts and businesses in areas of employee compensation. This will assist in the recruitment and retention of highly qualified staff members. An analysis of salary and wage comparison by employee groups is needed.</p> <p>2. Maize USD 266 has committed funding for additional school resource officers (SROs) and secured a grant for behavioral health liaisons through the Mental Health Intervention Team grant. These positions support students both at school and at home by connecting families with community-based resources. The district also committed ESSER funding to hire an Executive Director of Health, Safety, and Prevention who has expertise to support crisis response as well as the intervention and prevention of violence in schools. Research demonstrates that an interconnected approach of providing mental health supports can positively impact negative behaviors and school safety. Consideration of additional personnel, training, and resources will be discussed to ensure the highest quality of support for student safety.</p> <p>3. Maize USD 266 is excited to offer a new reading curriculum for grades kindergarten through 12, adopted in May 2022. Time and resources have been allocated for professional development to support teachers in becoming fluent and proficient in the delivery of lessons. Reassessing implementation needs in the spring would be beneficial. When planning for resources, it is important to consider research-based curriculum options through a scheduled rotation for each academic area. It is also important to consider the needs of tiered support resources during a curriculum adoption. For the 2022-23 school year, teachers will review math curriculum options in grades 7 through 12.</p> <p>4. Maize USD 266 offers a tiered system of support to ensure students are provided opportunities for flexible and differentiated learning. It is best to review student achievement data and align instruction accordingly, providing the most intense support for students with the highest level of need. This includes developing research-based interventions, individualized instructional strategies, and a scheduling structure to maximize time for small group intervention. Student participation and teacher individualization of instructional needs increases with a smaller number of students; therefore, the personnel and time in schedules that are needed to best support students can sometimes be a challenge to organize. This year, the vacancy rate for paraprofessionals is adding to that challenge. This area of need can be addressed through item No. 1.</p> <p>5. Maize USD 266 teachers currently identify Kansas priority standards and assess students using individualized growth data (AIMSweb+ and Fastbridge), as well as state assessments. When reviewing student progress, it is important to consider a variety of measures for academic progress. Providing maximum planning time, quality professional learning, and instructional coaching is critical to supporting teachers in this endeavor. Additional teachers for speciality areas such as Science, Technology, Engineering, Arts, and Math (STEAM) and/or Fine Arts would enhance the education of students while providing increased plan time for elementary teachers, which is currently shorter than secondary teachers. In addition, maintaining ESSER-funded positions for reading and math intervention will require budget planning to ensure resources are allocated when ESSER funds are depleted in 2024.</p> <p>6. The district chronic absenteeism rate is 14.76 percent, increasing from 12.19 percent in 2018-19. It is important for students to be in attendance to learn. Further investigation is needed to identify barriers to student attendance, resulting in the increase of chronic absenteeism. This can be accomplished by reviewing attendance codes and discussion with families who have a chronically absent student.</p>	<p>District recommendations for budget action in response to the identified needs from this initial assessment are as follows:</p> <ol style="list-style-type: none"> <li>1. Review options for the district mill levy that maximize state matching funds and increase district revenue for salary and wage increases. Also beneficial would be to conduct an analysis of area salary and wage comparison for Wichita metro area school districts and identify budget options to increase salaries and wages to ensure Maize USD 266 is competitive with area districts and businesses. In addition, a committee will be formed to review insurance and benefit options through a request for proposals (RFP) process.</li> <li>2. Review requests for additional positions that may be needed to best support students. Identify a plan to retain ESSER-funded positions that are needed once ESSER funds are depleted in 2024.</li> <li>3. Identify current progress on the 2018-19 strategic plan and hear recommendations from District and Building Leadership Teams and District and Building Site Councils for next steps in each planning area (World Class Academic Preparation; Responsible Operations; High Quality Employees; and Professional, Civic, and Social Development of Students).</li> <li>4. Conduct a demographic study for elementary schools to consider implications of future growth, transportation needs, and facility capacities.</li> </ol>

USD #266 School	Grades Served	(A) Identified Barriers Related to Student Needs	(B) Recommended Budget Actions for BOE to Consider	(C) Estimated Time for Students to Achieve Grade Level Proficiency on State Assessments
Vermillion Elementary	K-4	<p>We have identified three barriers at VES that must be overcome for students to achieve grade level proficiency.</p> <ol style="list-style-type: none"> <li>1. Our building chronic absenteeism rate is 11.56%, increasing from 7.4% in 2018. It is important for our students to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</li> <li>2. Special Education &amp; General Education: staffing, class sizes, and curriculum <ul style="list-style-type: none"> <li>- Competitive in wages for paras</li> <li>- Ensuring Special Education classes are reflective of Tiered Supports recommendations for size and process and ensuring access to curriculum and the use of a research-based curriculum.</li> <li>- Ensuring that teachers are trained in the curriculum and are implementing it with fidelity.</li> <li>- Professional Development and mentoring support for new teachers.</li> </ul> </li> <li>3. Reading Scores <ul style="list-style-type: none"> <li>- New Reading Curriculum is being implemented this school year. Last year, the pilot teachers found that it helped increase consistency for the use of instructional strategies (vocab, terminology, strategies, etc.) and provided increased rigor in assignments.</li> </ul> </li> </ol>	<p>We recommend the following considerations for board review during budget planning:</p> <ol style="list-style-type: none"> <li>1. The district has committed funding for additional SROs and Therapists. This is a great place to start for support to students and families. These positions will be included in the further investigation of root cause for students who are chronically absent.</li> <li>2. The district has committed funding for the following: <ul style="list-style-type: none"> <li>-Additional Classified Staff</li> <li>-Professional Development for Classified Staff</li> <li>-Professional Learning for Teachers on Instructional and Intervention Strategies</li> <li>-Special Education: reworked placement to help with staffing, provided access to new curriculum, added para support for pull out class sizes</li> <li>-New Reading curriculum with supporting phonics curriculum, PD for teachers</li> </ul> </li> <li>3. Increased wages for classified staff. We need to be competitive with area businesses so that we are able to hire enough paras.</li> </ol>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>
Pray-Woodman Elementary	K-4	<p>We have identified three barriers at Pray-Woodman that must be overcome for students to achieve grade level proficiency.</p> <ol style="list-style-type: none"> <li>1. Our building chronic absenteeism rate is 21.6%, increasing from 5.64% in 2018-19. Our students need to be in attendance to learn. It is important for our students to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</li> <li>2. Our students who receive services in special education and ESOL continue to show the need for more support. Tiered support Small-group instruction provides opportunities for flexible and differentiated learning. With a smaller number of students in tiered support groups, students participation and teacher individualization of instructional needs increases. Additional teachers and paras for tiered support groups would help.</li> <li>3. Teachers at PWS express the need for more time to plan differentiated lessons to meet the individual needs of all students.</li> </ol>	<p>We recommend the following considerations for board review during budget planning:</p> <ol style="list-style-type: none"> <li>1. The district has committed funding for additional SROs and Therapists. This is a great place to start for support to students and families. These positions will be included in the further investigation of root cause for students who are chronically absent.</li> <li>2. The district has committed ESSER funds to add additional support positions for SEL, Mental Health, Safety, and Professional Learning. Continued support through these additional positions, after ESSER funding is complete, would be ideal.</li> <li>3. We need to increase compensation for district staff to ensure we remain competitive with Wichita Metro Area districts and businesses. One budget consideration would be to increase salary and health benefit compensation.</li> <li>4. Additional teachers for speciality areas such as STEAM and/or Fine Arts would enhance the education of students while providing increased plan time for elementary teachers.</li> </ol>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>

<p><b>Maize Elementary</b></p>	<p>K-4</p>	<p>We have identified three barriers at MES that must be overcome for students to achieve grade level proficiency.</p> <ol style="list-style-type: none"> <li>1. Our building chronic absenteeism rate is 21.6%, increasing from 5.64% in 2018-19. It is important for our students to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</li> <li>2. Small-group instruction provides opportunities for flexible and differentiated learning. With a smaller number of students in tiered support groups, students participation and teacher individualization of instructional needs increases. Additional teachers and paras for tiered support groups would help.</li> <li>3. Increasing available time for tier 3 intervention groups is needed. At Tier 3, an additional layer of intensive supports is available to address the needs of a smaller percentage of students (e.g., 2%–7%) who are experiencing skill deficits and are at risk of developing more severe skill deficits. At Tier 3, the goal is remediation of existing skill deficits and prevention of more severe skill deficits or the development of secondary concerns.</li> </ol>	<p>We recommend the following considerations for board review during budget planning:</p> <ol style="list-style-type: none"> <li>1. The district has committed funding for additional SROs and Therapists. This is a great place to start for support to students and families. These positions will be included in the further investigation of root cause for students who are chronically absent. At MES, we will continue to invest time and resources in developing relationships with our students and their families. We also need to continue to advocate and educate about the importance of school attendance. We need to continue to train our staff in how to engage students and excite them about their school experience.</li> <li>2. Invest more resources into salary increases for all staff. This includes more competitive wages for our paraprofessionals. This will allow us to find more qualified candidates and retain the support staff that we have. This will also assist in decreasing the number of students in tier 2 groups.</li> <li>3. Invest in professional development to assist teachers and paraprofessionals in developing research-based interventions and instructional strategies. Continue to examine research-based curriculum for tier 2 and 3 groups that can further focus on filling in identified learning gaps.</li> <li>4. Investigate adding an additional Math or Reading interventionist to concentrate on providing tier 3 instruction to students throughout the day.</li> </ol>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>
<p><b>Maize Central Elementary</b></p>	<p>K-4</p>	<p>We have identified these barriers at MCE that must be overcome for students to achieve grade level proficiency.</p> <ul style="list-style-type: none"> <li>-We will continue to encourage and support teachers with research-based instructional strategies. Teachers currently identify Kansas priority standards and assess students using individualized growth data (AIMSweb). Teachers intervene with identified skill gaps in reading and math using this data. Additional time and resources that support teachers in this process is appreciated.</li> <li>-We are excited about the new reading curriculum and know it will require time for teachers to become fluent and proficient in delivery. The district has committed funds for professional development throughout this school year is needed to ensure teachers have the support for quality implementation and fidelity of use throughout each grade level. Reassessing implementation needs in the spring would be beneficial to ensure fidelity of implementation for this new reading curriculum.</li> <li>- Teachers need additional planning time (preferably in a block of time) to become proficient in best practices for delivering our curriculum and differentiating instruction and activities for kids at all learning levels.</li> <li>- Additional staff is needed when it comes to working with students who are below grade level and who have diverse learning needs.</li> <li>-Additional staff is needed to support the increased dysregulated student behavior that negatively impacts student learning and teaching. (Social workers, SEL paras, behavior specialists, SROs would be beneficial.)</li> <li>- To ensure competitive pay, we ask that budget consideration is given for increased salary and wages for all district staff.</li> </ul>	<p>We recommend the following considerations for board review during budget planning:</p> <ul style="list-style-type: none"> <li>-We will work with our BLT and staff to identify and address areas where we can improve and align academic standards with curriculum that will benefit student achievement.</li> <li>-Professional Development activities will be conducted that promote researched based teaching practices and research-based curriculum resources.</li> <li>-Additional licensed staff to offer science, art, and other electives would provide enhanced educational experiences for students, while at the same time provide more time for classroom teacher planning.</li> <li>-We continue to review our processes and tiered supports for students with behavior dysregulation. Increased resources for student supports is helpful when addressing concerns at their root cause. The district has committed budget resources for an additional 3 SROs, which provides support at several of our district schools. We will continue to review the needs for increased resources in mental health support through social workers and behavior specialists this school year.</li> <li>-Remaining competitive in the Wichita Metro Area with pay and benefits is an important tool for recruitment and retention of the highest quality staff.</li> <li>-One budget consideration to increase the block plan time for classroom teachers would enhance teachers' ability to individualize and personalize planned activities for student learning.</li> </ul>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>

<p><b>Maize South Elementary</b></p>	<p>K-4</p>	<p>MSE has identified the following barriers to students achieving grade level proficiency:</p> <p>Barrier One- Insufficient time to analyze data, insufficient time to review and learn best teaching practices, and insufficient time to collaborate among teachers and paraprofessionals.</p> <p>Barrier Two- Recruitment and retention of classified and certified staff.</p>	<p>We recommend the following budgetary actions to improve student learning at MSE:</p> <ul style="list-style-type: none"> <li>- Revise the Master schedule to include an additional specials teacher to teach Science and Art. This would greatly enhance educational opportunities for students while, at the same time, provide an additional 30 minutes a week for teacher plan time. This additional time would better equip teachers to individualize and personalize student learning activities.</li> <li>- Continue to offer personalized professional development for all staff, ensuring the highest quality of skills and resources are available to increase student learning. Budgetary consideration of additional professional development days to the district calendar would increase time for professional development in best teaching practices and research-based instructional strategies.</li> <li>- Increased resources for Professional learning including teacher externships and the use of Subs for teachers to allow teachers time to observe other teachers and reflect on current practices could further enhance student learning.</li> <li>-Competitive pay for Paraprofessionals to increase applicant interest and retention from the corporate industry to the educational industry.</li> <li>-Competitive pay for certified positions.</li> </ul>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>
<p><b>Maize Intermediate</b></p>	<p>5-6</p>	<p>MIS has identified the following barriers to students achieving grade level proficiency:</p> <ul style="list-style-type: none"> <li>- MIS needs time and resources to train staff on MTSS Tiered resources and behavior management strategies to achieve collective efficacy. In order to achieve our goals in these areas, we would need additional staffing to provide elective options which will allow us to manipulate our schedule in order to increase MTSS support. MTSS is the most efficient way for us to meet the needs of each individual student and provide them instruction at their level. This will help ensure our goal to meet the Level 2 proficiency level.</li> <li>- In the 2022-23 school year, the building will have tiered supports two days for math and two days for reading. As we continue to grow, adding additional staff to expand our ability to provide MTSS in both math and reading on a daily basis.</li> <li>- MIS continues efforts for recruiting and retaining para support. This has been a barrier in providing small group/intensive instruction, as well as providing general supervision before, during and after school. Increased supervision will also help support our mental health and behavioral/social norms.</li> <li>- Our building chronic absenteeism rate is 16.12%. Our students need to be in attendance to learn. It is important for our students to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</li> </ul>	<p>We recommend the following considerations for board review during budget planning:</p> <ol style="list-style-type: none"> <li>1. Allocation of time, resources and related supports needed to identify, understand, and prioritize the work necessary to address to improve outcomes for our student population.</li> <li>2. Support for annual CKH refresher for our staff to ensure processes are implemented with faith and fidelity. Specifically, this effort is intended to support sustainable transformation focused on social-emotional wellbeing, relationship-driven culture, and student connectedness.</li> <li>3. Exploration through school improvement teams the options for collaboration with the Kansas Multi-Tier System of Supports (MTSS) and Alignment project, regarding the provision multi-phase training and coaching to district leadership and building teams This training occurs periodically over 1-3 years to ensure implementation with fidelity.</li> <li>4. Professional development consistently centered around building collective efficacy, which is a research-based strategy to promote student achievement.</li> <li>5. Ensuring the necessary materials and resources to support the implementation of Tier 1 curriculum with faith and fidelity in all classrooms. Teachers need additional intervention/supplemental materials for small group and tiered instruction. We have started to build these resources, but will need to continue to grow to meet the needs of our building.</li> <li>6. Consider additional electives for students. This would allow for us to allocate additional time for core math and reading instruction.</li> <li>7. If possible, further refine systems and supports in place to analyze the unique needs of each building's student population (IEPs, ESOL enrollment count, schedule etc.) to support recommendation and allocation of instructional paraprofessionals.</li> <li>8. Ensure staff are distributed as equitably as possible to start the year to support staff with both behavior and</li> </ol>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>

<p><b>Maize South Intermediate</b></p>	<p>5-6</p>	<p>We have identified three barriers at MSIS that must be overcome for students to achieve grade level proficiency.</p> <ul style="list-style-type: none"> <li>- Qualitative data including Panorama SEL Survey results and quantitative data supported by school staff indicates student need with developing persistence to solve higher level thinking skills. This will allow students to address questions and problems that require problem-solving skills, grit, and perseverance.</li> <li>- The district's PreK-12 English Language Arts cadre identified the need for new rigorous curriculum in ELA. The district adopted new curriculum for implementation in the 2022-23 school year. The skills and knowledge developed through the use of this new curriculum and advanced cognitive demand will improve student outcomes with higher order questions on the state assessment. This same need exists in math and is being addressed through new math curriculum adopted at the intermediate level.</li> <li>- Our data and experiences demonstrate our students need a robust approach to core content instruction to produce improved outcomes on formative and summative assessments.</li> </ul>	<p>We recommend the following considerations for board review during budget planning:</p> <ol style="list-style-type: none"> <li>1. Commitment of SEL resources and affiliated supports to ensure classroom based and or/ small group interventions focused on students' well-being and academic performance in key areas including: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</li> <li>2. Exploration through school improvement teams the options for collaboration with the Kansas Multi-Tier System of Supports (MTSS) and Alignment project, regarding the provision multi-phase training and coaching to district leadership and building teams.</li> <li>3. Growth mindset training and resources to support creative and innovative school personnel and students who readily embrace problems and challenges, and persist under such circumstances.</li> <li>4. Student achievement and proficiency can be increased in ELA and Math through a strengthened multi-tiered system of support (MTSS). In conjunction with these critical area of emphasis, there is a need for: <ul style="list-style-type: none"> <li>- Increase training/collaboration with staff to unpack standards and alignment of curriculum.</li> <li>- Increase training with parents on how to support students in the above areas.</li> <li>- Increase training for staff to deepen their knowledge of research based strategies, understand standards alignment with curriculum, and differentiate instruction for students.</li> </ul> </li> <li>5. Consideration of additional licensed staff to support enhanced, well-rounded educational experiences for students, and provide protected time for teacher planning and collaboration with content teams to develop higher level thinking skills with our students.</li> </ol>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>
<p><b>Maize Middle School</b></p>	<p>7-8</p>	<p>We have identified three barriers at MMS that must be overcome for students to achieve grade level proficiency. These include:</p> <ol style="list-style-type: none"> <li>(1) Attendance: While our chronic absenteeism rate is well below the district average, we know that when our students miss school they struggle to catch up on missed lessons and assignments. Increasing family engagement and providing needed student supports will be critical to creating a system that encourages student attendance and participation.</li> <li>(2) Student Behavior: Social Emotional Needs of Students and the Need for Executive Functioning Skills: We have increased our Eagle's Landing time this year to 30 minutes. During this time we focus on executive functioning skills and SEL supports. We are implementing Second Step curriculum this year to support students' social emotional needs and have new behavior expectations that are being consistently communicated by all staff in the building. This includes positive incentives.</li> <li>(3) Increasing the Implementation of Highly Effective Instructional Practices: Our data also demonstrates a need to focus on students who are achieving D and F grades in their classes. At the middle school level, we have implemented a new reading curriculum and are currently piloting math curriculum to fully implement next year. By working in PLCs and with our Building Leadership Team, we will evaluate this data and our current grading practices to assess areas of growth and to develop consistent practices that adequately measure student learning.</li> </ol>	<p>We recommend the following considerations for board review during budget planning:</p> <ol style="list-style-type: none"> <li>1. We believe student achievement and proficiency can be increased through a strengthened multi-tiered system of support (MTSS). The investment in professional learning for staff on behavior and academic intervention supports, as well as the purchase of evidence-based curriculum that supports standards-based instruction can provide a robust academic and behavior/social-emotional program that meets the needs of all learners.</li> <li>2. The development of a system to address truancy and chronic absenteeism is critical. Allocating resources to support this system will help increase student attendance and engagement. Training for staff, family engagement activities, and networking with community resources must be parts of this system.</li> </ol>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>

<p><b>Maize South Middle School</b></p>	<p>7-8</p>	<p>We have identified three barriers at MSMS that must be overcome for students to achieve grade level proficiency.</p> <p>(1) Our building chronic absenteeism rate is 28.05%, increasing from 11.55% in 2018-19. Our students need to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</p> <p>(2) MSMS needs time and resources to train staff on MTSS Tiered resources and behavior management strategies to achieve collective efficacy. In order to achieve our goals in these areas, we would need a dedicated math interventionist to increase student success at Tiers 2 and 3. MTSS is the most efficient way for us to meet the needs of individual students and provide them instruction at their level. This will help ensure our goal to meet the Level 2 proficiency level.</p> <p>(3) The district will need to adopt a new math curriculum for middle school students. The previously adopted curriculum from several years ago was not adequate or meeting learning needs. Our teachers piloted a new resource last spring and are piloting two additional programs this year. Having highly effective curriculum resources as part of a robust academic program can provide consistency and increase student outcomes.</p>	<p>We recommend the following considerations for board review during budget planning:</p> <p>(1) We believe student achievement and proficiency can be increased through a strengthened multi-tiered system of support (MTSS). The investment in professional learning for staff on behavior and academic intervention supports, as well as the purchase of evidence-based curriculum that supports standards-based instruction can provide a robust academic and behavior/social-emotional program that meets the needs of all learners. This investment includes the addition of a dedicated math interventionist and core math curriculum.</p> <p>(2) The development of a system to address truancy and chronic absenteeism is critical. Allocating resources to support this system will help increase student attendance and engagement. Training for staff, family engagement activities, and networking with community resources must be parts of this system.</p> <p>(3) We believe creating a program, Mav Time Families, that increases opportunities for students to build strong relationships, learn important executive functioning skills, and develop skills to meet expected behavior outcomes is important.</p>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>
<p><b>Maize High School</b></p>	<p>9-12</p>	<p>We have identified three barriers at MHS that must be overcome for students to achieve grade level proficiency. These needs include:</p> <p>(1) Our building chronic absenteeism rate is 37.12%, increasing from 17.58% in 2018-19. Our students need to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</p> <p>(2) Increased negative student behaviors have been demonstrated through data including office discipline referrals and attendance rates; these behaviors include those considered high risk. These types of negative behaviors decrease the amount of instructional time received by students. Increasing mental health and social emotional needs have also been demonstrated by counseling data, Kansas Communities That Care (KCTC) data, hospitalizations, and individual safety plans. Tier 1 instruction for all learners should include instruction and skill-building that includes self-regulation, perseverance, grit, and executive functioning.</p> <p>(3) MHS needs time and resources to train staff on MTSS Tiered resources and behavior management strategies to achieve collective efficacy. In order to achieve our goals in these areas, we would need dedicated interventionists to increase student success at Tiers 2 and 3. MTSS is the most efficient way for us to meet the needs of individual students and provide them instruction at their level. This will help ensure our goal for students to meet grade level proficiency.</p>	<p>We recommend the following considerations for board review during budget planning:</p> <p>(1) We believe student achievement and proficiency can be increased through a strengthened multi-tiered system of support (MTSS) that is developed within our 4x4 block schedule. This will require professional learning for staff on differentiated instructional strategies, behavior and academic intervention supports, and relevant assessments that effectively measure areas of growth and progress. This investment includes the addition of dedicated reading and math interventionists, as well as evidence-based curriculum that supports standards-based instruction can provide a robust academic and behavior/social-emotional program that meets the needs of all learners.</p> <p>(2) The development of an incentive program to address truancy and chronic absenteeism is critical. Allocating resources to support this system can help increase student attendance and engagement, meet students' basic needs, reduce classroom disruptions, and allow teachers to provide highly effective instructional practices to increase student achievement. Training for staff, family engagement activities, and networking with community resources must be parts of this system.</p>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>

<p><b>Maize South High School</b></p>	<p>9-12</p>	<p>We have identified three barriers at MSHS that must be overcome for students to achieve grade level proficiency. These needs include:</p> <p>(1) Our building chronic absenteeism rate is 43.08%, increasing from 14.27% in 2018-19. Our students need to be in attendance to learn. As a building, we need to find ways to encourage attendance. Further investigation is needed to identify barriers to student attendance. Reviewing attendance codes and discussion with families who have a chronically absent student is needed. Note: COVID related absences may have influenced this data, further investigation is needed and carefully reviewing this school year's data will help confirm.</p> <p>(2) Increased negative student behaviors have been demonstrated through data including office discipline referrals and attendance rates; these behaviors include those considered high risk. These types of negative behaviors decrease the amount of instructional time received by students.</p> <p>(3) MSHS needs time and resources to train staff on MTSS Tiered resources and behavior management strategies to achieve collective efficacy. In order to achieve our goals in these areas, we would need dedicated interventionists to increase student success at Tiers 2 and 3. MTSS is the most efficient way for us to meet the needs of individual students and provide them instruction at their level. This will help ensure our goal to meet the Level 2 proficiency.</p>	<p>We recommend the following considerations for board review during budget planning:</p> <p>(1) We believe student achievement and proficiency can be increased through a strengthened multi-tiered system of support (MTSS) that is developed within our 4x4 block schedule (including the utilization and maximizing of the EnCor period.) This will require professional learning for staff on differentiated instructional strategies, behavior and academic intervention supports, and relevant assessments that effectively measure areas of growth and progress. Increased student engagement and attendance directly and positively impacts student achievement and academic proficiency.</p> <p>(2) The development of an incentive program to address truancy and chronic absenteeism is critical. Allocating resources to support this system can help increase student attendance and engagement, meet students' basic needs, reduce classroom disruptions, and allow teachers to provide highly effective instructional practices to increase student achievement. The addition of a staff member dedicated to family engagement, student attendance, and networking with community resources should be part of this system.</p>	<p>Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the first year of the new cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.</p>
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