

USD Name-Maize School Year Building Needs Assessment for Maize-USD Name Budget Considerations

District:	USD 266	Bldg #	Grades Served:
School:	Maize Central	2051	K-4

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

SECTION 1: Student Needs			Notes
a.	Student Headcount	545	
b.	Percentage of students with an active IEP	26%	IDEA 23% Gifted 2% , Private/SCOS IDEA 29% Gifted 1%
c.	Percentage of students enrolled in English Language Learner (ELL) services	6.97%	
d.	Percentage of students identified as At-Risk (Free lunch)?	13.03%	
e.	Pupil-Teacher Ratio Average	14.3	
f.	Pupil-Teacher Ratio Median	291.5	
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	AIMSWEB Plus, Lexia, QPS, PAST, Heggerty Phonemic Awareness (K-2), 95% Group Phonological Lessons, Curriculum-based assessments
l.	Are there local assessments to measure math growth?	Yes	Dreambox, Reflex, AIMSWEB Plus, Curriculum-based assessments
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tiered support opportunities exist through tiered intervention times with reading/math specialist, Special Education staff, ESOL staff, General education staff with skill-based deficit groups and/or enrichment groups. MTSS groups meet four times a week for about 25-30 minutes a day. Additional intervention can also be provided for students who need more support.
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We have focused on quality teaching. If there are gaps in learning that show up through benchmark testing or classroom observation data, we would provide skill-based intervention grouping to fill the gaps. For students who need enrichment, we would offer personalized learning opportunities and extensions beyond the general curriculum.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	We focus on all data at our building. We will drill down and see what skills the students are struggling with and teach the skills prior to the test. There could be alignment issues with our curriculum and the content of the test. We can work to identify where we can improve on delivering content that is presented on the tests. With our students in 3rd grade, we do expose them to how to take the test and familiarize them with the tools since this is the first time they are required to take the state assessments.
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, Office Discipline Referrals, Attendance,	A SEL screener will be utilized, three times per year through Panorama, if parents approve through an opt-in form.
b.	What are the targets/goals related to social/emotional growth?	Offer regular SEL lessons and targeted intervention, utilize community support, provide more support within the school day for the needs that our students have	Utilize Second Step lessons.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Kindergarten Adventure, Ages & Stages Questionnaires, Count Your Kid In/Community screener	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	We follow KSDE Guidelines.	We strive to ensure all children are ready to enter kindergarten when they are age-eligible. We partner with our Early Childhood Center and offer parent/child learning opportunities to make sure children are reaching developmental milestones.
e.	How are successes of Individual Plans of Study being measured?	Not utilized at this time	
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?	Junior Achievement, guest speakers	
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	summer school some years, Boys and Girls Club, YMCA Latchkey	

	b. Are there appropriate and adequate instructional materials?	Yes	Additional enrichment materials to target students above grade level in the areas of reading, math, and critical thinking.
	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.	No	With the new Wit and Wisdom curriculum, we hope that there are more opportunities for students to easily connect content knowledge with their cultural heritage. Providing "arts" in school is a challenge due to scheduling. With a dedicated STEAM teacher, more hands on/art-related activities could be offered, too.
	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	grade appropriate
	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	grade appropriate
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?	44	
	c. How many classified support staff are needed?	50	Through GEI data we decide if additional staff is needed to support academic instruction and SEL would be beneficial.
	d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	While we have enough staff to meet students needs, we would like a dedicated STEAM and Art teacher. A behavior specialist, additional Counselor could improve tiered supports for SEL, and a full-time SRO in our building could better support student and family needs through community resources.
	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?		Science of Reading, SEL, Kagan, Behavior, Cultural
SECTION 6: Facility Needs			Notes
	a. Is there adequate space for student learning?	No	While our building is not at capacity, classes are full with no extra spaces.
	b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We would like more spaces for small group instruction.
	c. Are additional School Buses needed or any additional Routes needed?	Yes	
SECTION 7: Family Needs/Community Relations			Notes
	a. Do you have regular events to engage parents with teachers?	Yes	Open House/Meet Your Teacher, Parent/Teacher Conferences, Math/Read Night, PTO Events (Spirit Night, Bingo Night), Kindergarten Adventure, Field Day, Music Programs, Volunteer opportunities, School-wide parties, Classroom special events
	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?	Math/Reading Presentation at Kindergarten Adventure	We offer many family engagement activities and want to build on those.
	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, newsletter, teacher, texts, apps, autodialer-- Yes- always room for more	
	f. What types of communication/social media exists with your community? Is it adequate?	We have access to social media platforms. It seems adequate; although, we recognize that some families prefer traditional communication (hard copy/note in backpack).	
SECTION 8: School Data			Notes
	a. Building Attendance Rate	91.8%	
	b. Building Chronic Absenteeism Rate	30.9%	

c.	District Chronic Absenteeism Rate	27.6%	
d.	District Graduation Rate	93.4%	
e.	District Dropout Rate	0.4%	19-20 per K-12 Report Card
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?		Building administration is always looking at how to improve the instructional schedule. We hope to become more competitive with pay so we can retain quality staff.
	1. Can these be achieved with additional resources?	yes	Additional specials (STEAM, ART) staff would help us with the instructional schedule.
	2. Why or why not?		
b.	Additional building unique items:		

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

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.

-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.

- 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.

- Additional staff is needed when it comes to working with students who are below grade level and who have diverse learning needs.

-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.)

- To ensure competitive pay, we ask that budget consideration is given for increased salary and wages for all district staff.

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

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<p>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.</p> <ul style="list-style-type: none"> -Professional Development activities will be conducted that promote researched based teaching practices and research-based curriculum resources. -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. -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. -Remaining competitive in the Wichita Metro Area with pay and benefits is an important tool for recruitment and retention of the highest quality staff. -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. 		

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(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.

5 years (accreditation cycle)