

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

District:	USD 266	Bldg #	Grades Served:
School:	Maize Elementary	2046	K-4

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

SECTION 1: Student Needs			Notes
a.	Student Headcount	417	
b.	Percentage of students with an active IEP	22.00%	IDEA 21% Gifted 1%
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.24%	
d.	Percentage of students identified as At-Risk (Free lunch)?	13.91%	
e.	Pupil-Teacher Ratio Average	13.9	30 teachers
f.	Pupil-Teacher Ratio Median	223.5	
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?	No	
i.	Is there a tiered system of support to target reading growth?	Yes	We have reading intervention four times week (tier 2). Students are grouped in different skill groups for intervention. Data is examined frequently to measure the impact of the intervention. Students who show the need for more intervention receive more time with our reading specialist (tier 3).
j.	Is there a tiered system of support to target math growth?	Yes	We have math intervention four times week (tier 2). Students are grouped in different skill groups for intervention. Data is examined frequently to measure the impact of the intervention. Students who show the need for more intervention receive more time with our math specialist (tier 3).
k.	Are there local assessments to measure reading growth?	Yes	We use the AIMSWeb assessment to screen all of our students. This tool is also used for progress monitoring. Teachers also use classroom based assessments to measure growth and diagnostic tools like the PAST and QPS assessments.
l.	Are there local assessments to measure math growth?	Yes	We use the AIMSWeb assessment to screen all of our students. This tool is also used for progress monitoring. Teachers also use classroom based assessments to measure growth and diagnostic tools like the PAST and QPS assessments.
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Classrooms have in-house and external field trips to enrich content. We have offered a summer school program the past two years that targets specific skills students were missing.
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Our MTSS structures are designed to challenge our students at their appropriate academic level. We use state assessment data to look for gaps in our curriculum and make instructional adjustments accordingly. Our new reading curriculum has more rigor, and this will prepare our students more for the types of questions they will encounter on the state assessment.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Several of our school improvement goals address this goal. This includes increasing teacher efficacy, building solid relationships among our staff and students, and refining our MTSS processes to meet the needs of all of our students.
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 SEL survey, Office referral data, Observations of Second Step strategies being implemented	We utilize our Panorama social/emotional screener data, the number of Office Discipline Referrals, and referrals to our Counselor and General Education Interventions team. We also use use observations of Second Step curriculum strategies being implemented.
b.	What are the targets/goals related to social/emotional growth?	Reduction in office referrals, Increase percentage of students in the 80th-99th percentile on the Panorama survey, implement SEL Lead time with fidelity	Our goal is to reduce the number of Office Discipline Referrals, and to reduce/eliminate the of number of students in the "High Risk" category on Panorama SEL surveys and self assessments.

c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ:SE2 and ASQ3, CBMs and Fastbridge is used by ECC	Kindergarten Adventure is offered in the spring to families. During this event we invite our incoming kindergartners to the building to work with our teachers.
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Students who are not kindergarten ready receive early intervention through MTSS and other building supports (counselor support for SEL)	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?	NA	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g.	How are you ensuring students are civically engaged?	Each student will participate in a service project each school year.	Our school also has Junior Achievement volunteers to teach unit based lessons that are civics based through that curriculum.
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school, Chess Club	Students are recommended for our summer school program by their teachers base on set criteria. The focus on this program is to fill in gaps.
b.	Are there appropriate and adequate instructional materials?	Yes	
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
b.	Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c.	Is every child in your school provided at least the following capacities?	Yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	All students have access to Size Matters handwriting curriculum K-1 and teachers will have training for grade 2 if remediation is needed. In addition, tiered intervention is available to any student that may need additional support. Curriculum grades 2-4 continues to focus on written language and student work production. All students have access to speech support through the General Education Intervention team or intervention with the speech pathologist when deemed necessary. In classrooms, teachers work to provide opportunities to grown oral communication skills through student collaboration and public speaking.
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Teachers utilize Junior Achievement, Social Studies standards, and curriculum (TCI).
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Teachers utilize Junior Achievement, Social Studies standards, and curriculum (TCI).
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Mental and physical wellness is taught practiced through Physical Education class and standards and Social Emotional Learning (SEL) opportunities. These SEL opportunities includes, but are not limited to, Capturing Kids Hearts, Second Step curriculum, our Chameleon Character program, Maize Way Program and SEL Soft Start daily in a school schedule.
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	There are limited opportunities with arts at the K-4 level. Students receive two 30 minute sessions of music per week and an additional 30 minutes every other week. There is an additional opportunity one time per week for 30 minutes in the STEAM Classroom focused on science, technology, engineering, art and math, but this time is dependent upon the lesson being taught. The majority of the school day is spent teaching academic areas and limited time is spent with the arts.
	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	At the K-4 level time is spent to focus on soft skills and social emotional skills through Capturing Kids Hearts, Second Step curriculum, our Chameleon Character program, Maize Way Program and SEL Soft Start daily in a school schedule.

	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	At the K-4 level time is spent to focus on soft skills and social emotional skills through Capturing Kids Hearts, Second Step curriculum, our Chameleon Character program, Maize Way Program and SEL Soft Start daily in a school schedule.
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?		
	b. How many classified support staff are currently employed?	42	
	c. How many classified support staff are needed?	46	4 paras are needed
	d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	A STEAM Teacher is needed at our building. Students have the opportunity to see support personnel when needed. Students receive two - 30 minute blocks of library during a five day week Two counselors Nurse and Nurse Para available 1.5 PE Teachers 1.5 Music Teachers
	e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Administration is trained through district level professional development. They are also supported by Student Support Specialists that collaborate to provide professional development to staff.
	f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	ELA curriculum training, Second Step training	Professional Development for strategic, research based interventions to address specific student needs & deficits, as well as Professional Development for our current Curriculum.
SECTION 6: Facility Needs			Notes
	a. Is there adequate space for student learning?	Yes	At MES we have four classes per grade level. We have some common spaces for collaboration, but could use more. We struggle with finding space with small group instruction. We do not have any extra room for expansion. As the district grows, we won't be able to add more classes.
	b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	MES is currently undergoing a facelift. The original outer shell of the building was lacking a moisture barrier. This allowed the outer brick facade to deteriorate. This work will be completed this fall.
	c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations			Notes
	a. Do you have regular events to engage parents with teachers?	Yes	We host Family Nights, Parent-Teacher Conferences, as well as events hosted by our Parent-Teacher Organization (PTO) 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?	Classroom newsletters	The school provides a newsletter and teachers provide classroom newsletters. We have provided focused Family Nights to help engaged families with their student's learning.
	c. Do you have an active Site Council?	Yes	Our Site council meets quarterly and consists of parents, community stakeholders and staff members.
	d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our Parent-Teacher Organization (PTO) is very active and supportive in working to support the goals of our school.
	e. What types of communication exists with families? Is it adequate?	Monthly school newsletter, autodialers, classroom newsletters	We utilize a Facebook page, newsletters, and email to communicate with all families. In addition, teachers utilize phone calls, emails, and websites to communicate with families.
	f. What types of communication/social media exists with your community? Is it adequate?	PTO Facebook group	We utilize a Facebook page and partner with our Parent-Teacher Organization (PTO) to communicate with our community.
SECTION 8: School Data			Notes
	a. Building Attendance Rate	93.0%	
	b. Building Chronic Absenteeism Rate	21.6%	
	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		
	b. What is our building dropout rate?		
	c. What is our average comprehensive ACT score?		

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?	Chronic absenteeism	
	1. Can these be achieved with additional resources?	Yes	A full-time SRO could support families and students who are chronically absent.
	2. Why or why not?		An SRO would assist with individual student intervention and connecting families with community resources.
b.	Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

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

We have identified three barriers at MES that must be overcome for students to achieve grade level proficiency.

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.

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.

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.

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

We recommend the following considerations for board review during budget planning:

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.

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.

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.

4. Investigate adding an additional Math or Reading interventionist to concentrate on providing tier 3 instruction to students throughout the day.

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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)		