

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

<b>District:</b>	<b>Maize USD 266</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Maize High School</b>	<b>2050</b>	<b>9-12</b>

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

SECTION 1: Student Needs			Notes
a.	Student Headcount	1,245	
b.	Percentage of students with an active IEP	17.00%	IDEA 12% Gifted 5%
c.	Percentage of students enrolled in English Language Learner (ELL) services	1.77%	
d.	Percentage of students identified as At-Risk (Free lunch)?	12.61%	
e.	Pupil-Teacher Ratio Average	15.8	
f.	Pupil-Teacher Ratio Median	15.8	
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	Reading I & II --these are elective term courses taught by a reading specialist targeting vocabulary, fluency, and reading comprehension skills. Recommended enrollment based upon need.
j.	Is there a tiered system of support to target math growth?	Yes	Pre-Algebra and Consumer Math are both math courses taught to student recommended for enrollment based upon data and need.
k.	Are there local assessments to measure reading growth?	Yes	Fastbridge
l.	Are there local assessments to measure math growth?	Yes	Fastbridge
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	summer school, Edgenuity (online credit recovery), Online Studies (credit recovery course offered during the school day utilizing online resources), tutoring
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We offer Reading I and II to identified students, as well as Pre-Algebra. We have previously offered ACT Enrichment, a class for students seeking strategies and content to increase their ACT scores.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)			Notes
a.	How is social/emotional growth being measured?	Panorama SEL Survey, Calm Room Usage, Tiered Intervention Data, Discipline Referrals, MHIT Referrals, KCTC Data	
b.	What are the targets/goals related to social/emotional growth?	Provide adequate support for students identified as Tier 3 risk; develop skills/qualities in students including self regulation and perseverance; sense of belonging/connectedness to school; parent/family engagement	Data will include Panorama sense of belonging % / We would like to develop a system that increases engagement and support with parents as student discipline and mental health needs are addressed.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
e.	How are successes of Individual Plans of Study being measured?	Completion of Xello plans, individual meetings, EnCor check-ins, number of students who complete CTE pathway, number of students who earn dual credit, certificates earned	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	5 year graduation rate, overall increase in success and effective rates	
g.	How are you ensuring students are civically engaged?	Provide opportunities to serve the community through attending BOE meetings, community/school partnerships, community service day, and instruction in government, history, law, and democracy	
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school, credit recovery, college courses, work-based learning, and technical education classes are offered	
b.	Are there appropriate and adequate instructional materials?	Yes	We are currently piloting new math curriculum.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	Each student is provided a chromebook
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)			Notes
b.	Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c.	Is every child in your school provided at least the following capacities?		
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	

	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
	7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
<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	We currently have one vacancy in a special education cluster program that is being filled by a long-term substitute.
b.	How many classified support staff are currently employed?	43	
c.	How many classified support staff are needed?	52 total (9 short)	The open positions are for paraprofessionals.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We share a licensed media center specialist with the other secondary buildings. We would also like to add a counselor to meet the student: counselor ratio as recommended by KSDE (250:1).
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	All administrators are certified and have school leadership degrees.
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	We believe professional learning that is necessary for teachers to best support student success and meet school improvement goals includes: multi-tiered systems of support (MTSS) for math, reading, and social emotional learning, differentiated instruction, and refresher training on Youth Mental Health First Aid and Capturing Kids Hearts.	
<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?	No	
c.	Are additional School Buses needed or any additional Routes needed?	Yes	We are monitoring our students with attendance concerns and assessing the impact of the 2.5 mile limitation for transportation.
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	Conferences, Meet Your Teacher, Site Council, Booster Club meetings, individual tours/meetings
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?	During conferences, we offer sessions to parents regarding safety, technology, future planning. Our College and Career Advocates offer programs for postsecondary financial aid. Our special education staff offers transition planning events for students PreK-12.	
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	We currently have a booster club and are working to form a PTO.
e.	What types of communication exists with families? Is it adequate?	Monthly newsletter, social media presence, website, Skyward progress reports, rSchool calendar for activities	
f.	What types of communication/social media exists with your community? Is it adequate?	Twitter communication from principal and AD. Also, miscellaneous accounts for different clubs, groups, sports, and activities. Website and rSchool calendar for activities.	
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	89.9%	
b.	Building Chronic Absenteeism Rate	37.1%	This rate was between 17-18% from 2016-2020. It increased 9-10% in both 20-21 and 21-22.
c.	District Chronic Absenteeism Rate	23.9%	
d.	District Graduation Rate	93.4%	
e.	District Dropout Rate	0.4%	19-20 per K-12 Report Card
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
a.	What is our building graduation rate	94.8%	20-21 per KSDE Accountability Report
b.	What is our building dropout rate?	1.0%	20-21 per KSDE Accountability Report
c.	What is our average comprehensive ACT score?	20.8	20-21 per KSDE Accountability Report
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	(1) Increased student negative behaviors demonstrated through office discipline referrals, drug use, and attendance rates. (2) Increasing mental health and social emotional needs as demonstrated by counseling data, KCTC data, hospitalizations, and individual safety plans. (3) Increasing student need for self regulation, perseverance, grit, and engagement in their own learning.	

	1. Can these be achieved with additional resources?	We believe each of these barriers can be addressed by identifying new staff positions and/or systems to increase student/family engagement, develop individual success skills, and address high risk behaviors/needs.
	2. Why or why not?	These newly identified systems and relationships (that include students, families, staff, and community resources) can intentionally support student need and increase achievement and postsecondary success.
b.	Additional building unique items:	We have identified these as potential systems and staffing needs that can be addressed through budget actions: (1) development of a highly effective tiered system of support within our 4x4 block schedule that includes differentiated instructional strategies, dedicated math and reading interventionists, and relevant assessments to monitor areas of growth and progress; (2) development of an incentive program to increase student attendance that includes family supports and community resources; (3) providing resources and staff that can meet the basic needs of students that decreases classroom disruptions, increases student engagement, and allows teachers to provide highly effective instructional practices to increase student achievement.

## 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 MHS that must be overcome for students to achieve grade level proficiency. These needs include:

- (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.
  
- (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.
  
- (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.

**(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) 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.
  
- (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.

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<b>(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.</b>		
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.		