

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

District:	Maize USD 266	Bldg #	Grades Served:
School:	Maize Intermediate School	2161	5-6

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

SECTION 1: Student Needs			Notes
a.	Student Headcount	628	
b.	Percentage of students with an active IEP	18%	IDEA 15% Gifted 3%
c.	Percentage of students enrolled in English Language Learner (ELL) services	2.55%	
d.	Percentage of students identified as At-Risk (Free lunch)?	19.11%	
e.	Pupil-Teacher Ratio Average	22.0	Class size averages 15.3 when included all certified teaching staff. 22 is the average per core homeroom class.
f.	Pupil-Teacher Ratio Median	23.0	
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	
i.	Is there a tiered system of support to target reading growth?	Yes	We do have a reading interventionist that provides Tier 3 support. We need more resources/time/support to train staff for effective whole school implementation. 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.
j.	Is there a tiered system of support to target math growth?	Yes	We do have a math interventionist that provides Tier 3 support. We need more resources/time/support to train staff for effective whole school implementation. 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.
k.	Are there local assessments to measure reading growth?	Yes	We utilize Aimsweb for our math and reading screeners
l.	Are there local assessments to measure math growth?	Yes	We utilize Aimsweb for our math and reading screeners
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	No	The intermediate school does not offer virtual offerings.
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We are requiring the use of interim assessments during the 2022-23 school year to analyze student data to drive instruction. The district has adopted a new ELA and math curriculum that supports higher level thinking skills. Teachers will meet as PLC groups weekly to review data and plan instruction to meet the needs of students and increase student achievement.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	There are no current goals, however we are working through past data to analyze and determine goals/needs and will be creating the targets/goals with the assistance of our Building Leadership Team (BLT).
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?		Students are completing a screener three times per year through Panorama.
b.	What are the targets/goals related to social/emotional growth?		SEL team working towards providing training on strong Tier 1 intervention. We have 20 minutes of SEL time four days per week at the beginning of each day. We have monthly counselor lessons. All staff trained with Youth Mental Health First Aid. MIS has the support of our MHIT (Mental Health Intervention Team) which allows our students in Tier 2 and Tier 3 to receive additional mental health support within the school.
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?		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?		During the 21-22 school year various clubs would connect with the community for different projects. We also have the Eagle Ambassador Program, which is a student leadership group.
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		Boys and Girls Club. Summer School for students that are recommended.
b.	Are there appropriate and adequate instructional materials?	No	We have adequate core instructional materials. We need to build our library of state approved, Tier 2 materials that our teachers are able to utilize during their MTSS math and reading blocks.
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)		NA
	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	We are limited in the arts. Would love to have an option for art and/or STEAM
	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	We have plans to implement an Empowering Eagles times in which staff will include lessons in different areas of academic and vocational skills to help students experience success now and in the future
	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	See above
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?		40
	c. How many classified support staff are needed?		52 We are in need of para support that is already approved for our building, but we are not able to find enough people that are interested in accepted those positions.
	d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We need a full time STEAM and/or full time Art teacher.
	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?		Initial and ongoing curriculum adoption training and CKH training and/or current SEL and behavior trainings. Training of teachers to support paras with behavior and instruction
SECTION 6: Facility Needs			Notes
	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?	No	
SECTION 7: Family Needs/Community Relations			Notes
	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?		Coffee with counselors
	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 have issues with keeping enough parents active on our PTO. The few we do have, have been wonderful.
	e. What types of communication exists with families? Is it adequate?	Yes	Facebook, Skyward emails. Yes, we feel it's adequate
	f. What types of communication/social media exists with your community? Is it adequate?	Yes	Facebook, Skyward emails, district website, monthly newsletter. Yes, we feel it's adequate
SECTION 8: School Data			Notes
	a. Building Attendance Rate		94.2%
	b. Building Chronic Absenteeism Rate		16.1%
	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?		Adequate elective choices which would allow students to have more opportunities, and allow our staff to have more equitable plan time. Our building faces challenges of hiring classified staff to be at full capacity. This impacts general supervision, MTSS support, Special Education support, as well as support for behavior redirection. Student behavior and mental health were concerns last school year.

	1. Can these be achieved with additional resources?		We would be able to provide more, equitable plan time if we had more staff hired for elective positions. We have plenty of space in our building to add additional staff. At this point, we have several staff working on finding classified support for our building. The biggest obstacles we have found with hiring classified staff are pay and high cost insurance in our district. We have access to Mental Health support and counselor support in our building. Having appropriate staffing could support with coming at behavior in a proactive way vs. being reactive.
	2. Why or why not?		Additional staff would depend on district budget. Paying classified staff a higher rate of pay, and/or paying more towards insurance premiums are all reliant on the districts ability to budget for those increases.
	b. Additional building unique items:		
			Last year was the first year for our building to be open.
			Our building has the PBS, Structured Learning and ESOL programs
			Our building has a larger number of students, including a larger SPED population
			Our building's location is not surrounded by neighborhoods that make it a safe walk for students. Many of our students live within 2.5 miles, so are not eligible for bussing. However, they live too far to walk to school.
			Our building has a large number of students enrolled, with the ability to take on another 300-350 students, so the growth in future years will happen at MIS.

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

MIS has identified the following barriers to students achieving grade level proficiency:

- 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.
- 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.
- 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.
- Our building chronic absenteeism rate is 16.12%. 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.

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

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

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.
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.
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.
4. Professional development consistently centered around building collective efficacy, which is a research-based strategy to promote student achievement.
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.
6. Consider additional electives for students. This would allow for us to allocate additional time for core math and reading instruction.
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.
8. Ensure staff are distributed as equitably as possible to start the year to support staff with both behavior and academic instruction.

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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.

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.