

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

District:	Maize USD 266	Bldg #		Grades Served:	
School:	Maize Middle School	Bldg #	2044	Grades Served:	7-8
Please consider the following questions as you complete the needs assessment for your building.					
SECTION 1: Student Needs					Notes
a.	Student Headcount	691			Update 08/23/22: 730
b.	Percentage of students with an active IEP	19%			IDEA 16% Gifted 3%
c.	Percentage of students enrolled in English Language Learner (ELL) services	2.89%			
d.	Percentage of students identified as At-Risk (Free lunch)?	15.63%			
e.	Pupil-Teacher Ratio Average	14.1:1			
f.	Pupil-Teacher Ratio Median	370.0			
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 dedicated reading interventionist that supports individual students and also provides strategies to our ELA teachers for MTSS. We were able to utilize one of our existing ELA positions for this role by increasing some class sizes and eliminating dedicated improvement classes.
j.	Is there a tiered system of support to target math growth?	Yes			This year, we have a dedicated math interventionist that will support individual students and provide strategies to our math teachers for MTSS. We were able to utilize one of our existing math positions for this role by increasing some class sizes and eliminating Math Lab classes.
k.	Are there local assessments to measure reading growth?	Yes			AimswEBPlus
l.	Are there local assessments to measure math growth?	Yes			AimswEBPlus
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes			summer school
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes			We have reading & math interventionists to work directly with Tier 2 and 3 students. The interventionists will also work with reading and math teachers to support core instruction and intervention time in the classroom. We have also implemented a new reading curriculum and are piloting new math curriculum.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No			Aims Web+ Data to drive intervention (MTSS) and instruction
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 (Social & Emotional Learning) survey			We will review social-emotional data to see where our Tier 2 and 3 SEL students are and providing support via Mental Health Liaisons and counselors. On SEL topics on the Panorama surveys, 305 students reported SEL topics as a strength and 328 students reported SEL topics as not a strength.
b.	What are the targets/goals related to social/emotional growth?	One of our target goals is Behavior MTSS			We are implementing Second Step curriculum and utilizing Eagles Landing time, at the beginning of the day, with designated SEL lessons based on student data and needs.
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?	Every student creates an individual plan of study (IPS) in Xello.			
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?	Provide community service through building clubs and organizations, Leadworthy course			Eagles Nests (Friday Clubs) , Leadworthy
SECTION 3: Curriculum Needs					Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School provided for middle school students			Science Olympiad, Tutoring from MHS students
b.	Are there appropriate and adequate instructional materials?	No			Just now starting the implementation of a new ELA curriculum and are just now starting a new math pilot. Once we have had the opportunity to adequately see these in action we will know our needs.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	No			Technology based platform that supports all Tiers for MTSS. The platform should be individualized and begin with a placement test.
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			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.	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	
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?	No	We have teachers that are not fully licensed because they are still earning their degrees. We also have teachers that have not taken the Praxis, and need to complete the requirements to be a certified/endorsed in content and/or at the Middle School level.
	b. How many classified support staff are currently employed?	15	
	c. How many classified support staff are needed?	18	We are short three classified special education staff- two IR/IS paraeducators and one PBS paraeducator. To help provide support for our students and ensure the school's FAPE obligation, we are utilizing general education paras to support these vacancies.
	d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	Another full-time counselor based on our rapidly increasing numbers and a greater need for student mental health support, a full-time behavioral health liaison to help educate our parents and provide resources which in turn will provide our students with outside support, full-time librarian (currently have a full-time para and shared media center specialist), and full-time data manager that is not shared and housed at MMS
	e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	No	All staff need continuous opportunities for professional learning in the areas of professional development, content, instructional strategies, data analysis and social/emotional supports.
	f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	MTSS, PLC, data analysis, instructional strategies, behavior strategies	AIMS Web+ Refreshers & Training, Curriculum & Instruction Training
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?	Yes	Safety Concerns - Hallways and Room Numbers do not make sense numerically or alphabetically. Doors without handles or FOB access.
	c. Are additional School Buses needed or any additional Routes needed?	Yes	Due to the access to Tyler off 45th, we have several students that cannot cross the bridge (not approved for pedestrian traffic) and therefore have to rely on someone for transportation.
SECTION 7: Family Needs/Community Relations			Notes
	a. Do you have regular events to engage parents with teachers?	Yes	Open House, 8th Grade Celebration, Site Council Meetings, Watch DOGS, Parent/Teacher Conferences, PTO Fundraisers
	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?	Yes	Transition Meetings, Move-In Meetings, IEP Meetings, Parent training as deemed educationally necessary by IEP team
	c. Do you have an active Site Council?	Yes	Administration will contact parents to be a part of this team for the 2022-2023 school year and a regular meeting schedule will be established.
	d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	PTO is growing. A variety of parents have reached out asking if they can volunteer or support our PTO. MMS is also starting a Watch DOGS program.
	e. What types of communication exists with families? Is it adequate?	Newsletter, websites, email, Skyward, rSchool calendar for activities. Yes.	
	f. What types of communication/social media exists with your community? Is it adequate?	MMS Twitter, MMS Facebook, sports specific sites, rSchool calendars. Yes.	
SECTION 8: School Data			Notes
	a. Building Attendance Rate	96.2%	
	b. Building Chronic Absenteeism Rate	6.2%	
	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
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)			Notes
	a. What is our building graduation rate	NA	
	b. What is our building dropout rate?	NA	
	c. What is our average comprehensive ACT score?	NA	
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?	Three primary barriers MMS faces with non-assessment related issues include: 1. student accountability and expectations that support and help promote academically and behaviorally successful students. 2. Students struggle with truancy issues. 3. Identifying and targeting the variables affecting students that are earning a D or F in courses.	
	1. Can these be achieved with additional resources?	Yes	1. Having consistency and expectations for all students. 2. Communication with the truancy officer in addition to frequent communication with parents/guardians of the students having truancy issues. 3. Identifying students with D's/F's and targeting any or all variables that are affecting their ability to be successful in that course.

	2. Why or why not?	More support, training, and proactive plans will help. There needs to be a clear understanding of structures and expectations.	We are building our BLT team to be proactive leaders, we have an MTSS team to help support academic and behavior needs, and the PLC teams are focused and concentrating on consistent topics.
b.	Additional building unique items:	Student growth and potential space and staffing needs. Free/reduced numbers continue to grow. Reportable subgroups continue to grow creating new needs. Using a new platform which the district has adopted, we will be able to review data and identify student needs.	

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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 MMS that must be overcome for students to achieve grade level proficiency. These include:

(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.

(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.

(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.

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

- Training for all staff on behavior and academic MTSS.
- Supplying resources that support academic and behavior.
- Continued meetings and conversations based around behavior and academic MTSS.
- We need highly trained certified and classified staff.
- Evidence based curriculum that supports standards-based instruction.
- Adequate personnel support for tier 2 and 3 students for academics and behavior.
- Budget to support additional needs that students have in order to be successful students.
- We need to find ways to increase attendance and address truancy issues through training of staff, families, students and the community.

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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)			