

USD Name-Maize School Year Building Needs Assessment for Maize-USD Name Budget Considerations			
District:	USD 266	Bldg #	Grades Served:
School:	Maize South Elementary	2045	K-4
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 1: Student Needs			Notes
a.	Student Headcount	522	
b.	Percentage of students with an active IEP	19.00%	IDEA 19% Gifted <1%
c.	Percentage of students enrolled in English Language Learner (ELL) services	4.98%	
d.	Percentage of students identified as At-Risk (Free lunch)?	12.26%	
e.	Pupil-Teacher Ratio Average	12.4	
f.	Pupil-Teacher Ratio Median	282.0	
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	
j.	Is there a tiered system of support to target math growth?	Yes	
k.	Are there local assessments to measure reading growth?	Yes	
l.	Are there local assessments to measure math growth?	Yes	
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Additional teacher collaboration time with Reading and Math Specialists. Student data is analyzed, and new teaching strategies are taught. Implementation of new reading curriculum
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
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 data	
b.	What are the targets/goals related to social/emotional growth?	Reduction in office Referrals & Implementation of character development system to reduce Office Referrals. Increasing and strengthening school wide relationships through our Capturing Kids Hearts program, 2nd Step social emotional program, and the addition of a Social Worker Interventionist Paraprofessional.	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	AIMs scores, Ages Stages Questionnaire, Plans of assistance, teacher observations	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	Ages Stages Questionnaire Kstars program (transitional kdg), Bright Start a early childhood find.	
e.	How are successes of Individual Plans of Study being measured?	Increase AIMS scores, State Assessments, Classroom Formative/Summative Assessments/ iReady/ Reflex/ Individual Education Plan Goals	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g.	How are you ensuring students are civically engaged?	Community Fundraisers/ Tornado Support Fundraiser/ Honor Flight for Vets/ Watchdogs/ Junior Achievement/	
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended School Year, Boys & Girls Club, and Summer School.	
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)		
	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?	Yes	
	b. How many classified support staff are currently employed?		54
	c. How many classified support staff are needed?		69
	d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	
	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?	Ongoing curriculum training, MTSS Professional Development, Social Emotional Learning Professional Development, and Grade level Collaboration.	
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?	Yes	Providing transportation for students who lived under the 2.5 mile rule would help students make it safely to school.
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?	Capturing Kids Hearts Parent communication newsletter, Kstars, Behavior Specialist provides resources, counselors provide resources	
	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?	Weekly Video from Administration, website, monthly newsletter, Email communication when needed, Facebook, and Instagram.	
	f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram, PTO, district, and building level. Social Media is adequate	
SECTION 8: School Data			Notes
	a. Building Attendance Rate		93.8%
	b. Building Chronic Absenteeism Rate		17.8%
	c. District Chronic Absenteeism Rate		27.6%
	d. District Graduation Rate		93.4%
	e. District Dropout Rate		0.4%
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?	Additional Classified Staff and Training.	
	1. Can these be achieved with additional resources?	yes	
	2. Why or why not?		
b.	Additional building unique items:		
		Additional Classified Staff and training.	
		Additional plan time for teachers	

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.

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

Barrier One- Insufficient time to analyze data, insufficient time to review and learn best teaching practices, and insufficient time to collaborate among teachers and paraprofessionals.

Barrier Two- Recruitment and retention of classified and certified staff.

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

We recommend the following budgetary actions to improve student learning at MSE:

- Revise the Master schedule to include an additional specials teacher to teach Science and Art. This would greatly enhance educational opportunities for students while, at the same time, provide an additional 30 minutes a week for teacher plan time. This additional time would better equip teachers to individualize and personalize student learning activities.

- Continue to offer personalized professional development for all staff, ensuring the highest quality of skills and resources are available to increase student learning. Budgetary consideration of additional professional development days to the district calendar would increase time for professional development in best teaching practices and research-based instructional strategies.

- Increased resources for Professional learning including teacher externships and the use of Subs for teachers to allow teachers time to observe other teachers and reflect on current practices could further enhance student learning.

-Competitive pay for Paraprofessionals to increase applicant interest and retention from the corporate industry to the educational industry.

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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)