

**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 South High School</b>	<b>2052</b>	<b>9-12</b>
<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
<b>SECTION 1: Student Needs</b>			<b>Notes</b>
a.	Student Headcount	1,065	
b.	Percentage of students with an active IEP	15%	IDEA 12% Gifted 3%
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.56%	
d.	Percentage of students identified as At-Risk (Free lunch)?	10.33%	
e.	Pupil-Teacher Ratio Average	56:3.5	
f.	Pupil-Teacher Ratio Median	56:3.5	
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?	Yes	There is a gap between our Hispanic student population when compared to the all student data. Currently, there is no data available for the African American population in our building. Across the board, our Hispanic population has lower scores in Math, English, Science, and Social Studies than their peers.
i.	Is there a tiered system of support to target reading growth?	Yes	Reading Seminar--this is an elective term course taught by the English department targeting vocabulary, fluency, and reading comprehension skills.
j.	Is there a tiered system of support to target math growth?	Yes	Pre-Algebra class--students are selected for this course based on AIMSweb scores from 8th grade.
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), Enrichment through Correction time within the instructional day (additional time for academic assistance during "homeroom" up to four times each week for students with Ds and Fs)
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	All of our classrooms are focused this school year on developing learning intentions to help with student clarity. Our building's next step is to develop success criteria, which dictates to all stakeholders what each student should know at the end of the lesson. These two items will help departments develop common assessments, which will allow a grade level view of how our students are performing on assessment related items. Ultimately, this will enhance our staff's collective efficacy, which has the potential to provide great student growth.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			<b>Notes</b>
a.	How is social/emotional growth being measured?	Panorama Survey, Office Discipline Referrals, Counselor meetings (individual, groups), social worker meetings, Capturing Kids Hearts	Panorama is proctored 3 times annually; all students visiting the counseling center check in; there are building-wide expectations that all teachers greet students at this door, which is an informal individual check-in before each class.
b.	What are the targets/goals related to social/emotional growth?	Panorama Survey--sense of belonging category	Increase the percentage of students who feel like they belong by 10%, currently 41% of students reported feeling connected to school.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	NA
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	NA

e.	How are successes of Individual Plans of Study (IPS) being measured?	Xello	Number of students that are mission success (About Me) and have two saved careers, IPS STAR rubric, effectiveness rate, and number of pathway completers
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Xello, Dual Credit Rosters, KSDE report card--success rate	
g.	How are you ensuring students are civically engaged?	Government class as a graduation requirement; Voter Registration initiative; CaCOW club, SAFE seat belt survey by students twice a year, Kansas Association of Youth (KAY) Club, FFA (formerly called Future Farmers of America), National Honors Society (NHS), Kansas Career and Technical Education scholar (requiring 80 hours of civic engagement); Superintendent Advisory Board; student members of pathway advisory committees	
<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	EnCor, online credit recovery, summer school credit recovery,work-based learning	
b.	Are there appropriate and adequate instructional materials?	No	We are currently piloting new math curriculum. Some of our departments (social studies, business) are working on locally developed curriculum.
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	In our recent building renovation, a business room did have landrops installed for desktops computers. In the short term, we have a loaner set of laptops to use.
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
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 a licensed teacher opening for a Physics/Chemistry teacher. We do not have space for freshmen students in electives and core classes. We currently have three teachers teaching an overload (teaching a course during their plan time) and anticipate at least two more second semester.
b.	How many classified support staff are currently employed?	40	We currently have 24 paraprofessionals, as well as 4 clerical employees.
c.	How many classified support staff are needed?	48	We currently have four para openings for a FAA program, one opening for a job coach with our community-based instruction program, and two Interrelated para positions.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
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?	Panorama/Xello/Fast Bridge training	

SECTION 6: Facility Needs			Notes
a.	Is there adequate space for student learning?	Yes	The parking lot needs additional exit for a more safe traffic flow. Currently, the majority of our classes are at capacity (28 students), and most of our 9th grade core classes are over capacity.
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	The roof currently has a leak and broken tiles in hallway.
c.	Are additional School Buses needed or any additional Routes needed?	Yes	Additional bus drivers needed would assist with timeliness.
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	P/T Conferences, Meet the Teacher Night in August, curricular and extra curricular opportunities
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 the counselors, College and Career fair/events, SPED transition events	
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	Booster Club
e.	What types of communication exists with families? Is it adequate?	Social Media, school newsletter, e-mails, rSchool calendar, Parent/Teacher Conferences, face to face conversations, school website	
f.	What types of communication/social media exists with your community? Is it adequate?	Social Media, rSchool, school website, school phone calls	Yes, adequate
SECTION 8: School Data			Notes
a.	Building Attendance Rate	89.2%	
b.	Building Chronic Absenteeism Rate	43.1%	
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	92.5%	20-21 per KSDE Accountability Report
b.	What is our building dropout rate?	1.1%	20-21 per KSDE Accountability Report
c.	What is our average comprehensive ACT score?	21.3	20-21 per KSDE Accountability Report
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?	Staff buy-in, student attendance, systems (MTSS intervention time), staff morale, COVID recovery (learned behaviors from previous instructional models), student buy-in and how it impacts performance and data.	
	1. Can these be achieved with additional resources?		monetary resources for continued professional development, community engagement
	2. Why or why not?	monetary resources for continued professional development, community engagement	Currently, our teachers teaching the Reading Seminar course are seeking additional professional development time related to their content. Our school staff would also like additional training on success criteria, common assessments, differentiation, alternate grading practices.
b.	Additional building unique items: Our staff is ready for a consistent improvement plan to be put in place. Due to many factors, resources such as testing platforms and other programs have been changed often. This has caused staff exhaustion in learning the "new" platform, as many fear this will change quickly. Our staff is on board to do what is best for students, and implementing a consistent improvement plan is a huge step toward increased staff buy-in and staff morale.		

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

- (1) Our building chronic absenteeism rate is 43.08%, increasing from 14.27% 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.
- (3) MSHS 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 to meet the Level 2 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 (including the utilization and maximizing of the EnCor period.) 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. Increased student engagement and attendance directly and positively impacts student achievement and academic proficiency.
- (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. The addition of a staff member dedicated to family engagement, student attendance, and networking with community resources should be part of this system.

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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.