

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

District:	Maize USD 266	Bldg #	Grades Served:
School:	Maize South Intermediate School	2162	5-6

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

SECTION 1: Student Needs		Notes
a.	Student Headcount	497
b.	Percentage of students with an active IEP	16.00% IDEA 14% Gifted 2%
c.	Percentage of students enrolled in English Language Learner (ELL) services	3.22%
d.	Percentage of students identified as At-Risk (Free lunch)?	11.87%
e.	Pupil-Teacher Ratio Average	15.5
f.	Pupil-Teacher Ratio Median	264.5
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?	No
i.	Is there a tiered system of support to target reading growth?	Yes We have implemented a tiered support system for all learners. We also have a reading specialist who is able to work with our staff and at risk students.
j.	Is there a tiered system of support to target math growth?	Yes We have implemented a tiered support system for all learners. We also have a math specialist who is able to work with our staff and at risk students.
k.	Are there local assessments to measure reading growth?	Yes We utilize Aimsweb+ for both ELA and Math screeners.
l.	Are there local assessments to measure math growth?	Yes We utilize Aimsweb+ for both ELA and Math screeners.
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes We have implemented MTSS for both ELA and Math. We also have implemented an elective hour once a week that addresses applied academics such as robotics, STEM, Newsletter, Yearbook, character education, art, broadcasting, Student leadership, etc...
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes Analyze data with content teams, review areas of need for students and staff to improve instruction and increase student success, align standards and new district curriculum to support student success, continue to focus on areas of improvement during core and MTSS time. Assign interim assessments to students throughout the year to continue to track students and plan instruction prior to the state assessments.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Identify students who scored 1 or 2 on state assessments. Target areas of improvement during PLCs, PD, MTSS, and core instructional times. Assign interims throughout the year to continue to track students and plan instruction prior to the state assessments.
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
b.	What are the targets/goals related to social/emotional growth?	Growth Mindset
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	Student Growth Mindset Surveys
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?	Leadership, community outreach, engineering, arts elective time Students get to enroll in electives that support civic learning
SECTION 3: Curriculum Needs		Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Boys & Girls Club, Science Olympiad, robotics team, remedial 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)	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	
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	
b.	How many classified support staff are currently employed?		30
c.	How many classified support staff are needed?		31
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	STEM/ 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?	Growth mindset, Vocational training, MTSS, SEL	Additional training in these areas would support student engagement, real world application of skills, and academic and social emotional success in today's ever changing world.
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	We would love to add privacy frost panels to our glassed window offices and classrooms. We would also like add fire released magnet panels to our student bathrooms for safety purposes.
c.	Are additional School Buses needed or any additional Routes needed?	Yes	Our school is located on an extremely busy intersection and we also fall under the 2.5 mile bussing guidelines which has decreased many of our families the ability to ride the bus. Many of our students live close enough to walk or ride their bikes, but the streets are very dangerous due to a lack of school zones and heavy traffic .
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Open House/ Meet the Teacher, Back To School Mav Bash, Conferences, Family Engagement Planning meetings/ PTO, music concerts, band/ orchestra concerts, musical, Color Run, community spirit nights
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 (parent support)	
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?	Yes	
f.	What types of communication/social media exists with your community? Is it adequate?	emails, social media, weekly video, website (yes)	
SECTION 8: School Data			Notes
a.	Building Attendance Rate		94.4%
b.	Building Chronic Absenteeism Rate		11.35%
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?	new configuration of buildings, new curriculum, high SEL needs of students	
	1. Can these be achieved with additional resources?	Yes	Training and curriculum on research based strategies for SEL needs, standards/curriculum alignment, instructional strategies to meet the needs of all students
	2. Why or why not?	Our staff needs additional training in these areas to ensure their students are progressing socially emotionally as well as academically through new rigorous standards and curriculum.	
b.	Additional building unique items:		
		First year of building being opened	

		80 min blocks for core instruction daily to allow for getting deep into content and allow for project based learning.	
		MTSS: ELA, Math, Behavioral	
		Implemented additional collaboration time scheduled for content teams to analyze student data, train on standards and new curriculum.	

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

- As identified by qualitative data supported by school staff and quantitative data including Panorama SEL Survey results, our students are in need of developing persistence to solve higher level thinking skills. This will allow students to address questions and problems that require problem-solving skills, grit, and perseverance.
- The district's PreK-12 English Language Arts cadre identified the need for new rigorous curriculum in ELA. The district adopted new curriculum for implementation in the 22-23 school year. The skills and knowledge developed through the use of this new curriculum will allow students to better respond to higher order questions on the state assessment. This same need existed in math and is being addressed through new math curriculum adopted at the intermediate level.
- Our data and experiences demonstrate that our students have not engaged in high stakes assessments. Preparing students to intentionally do their best utilizing skills and strategies through practice will be critical.

(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. Commitment of SEL resources and affiliated supports to ensure classroom based and or/ small group interventions focused on students' well-being and academic performance in key areas including: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2. 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.
3. Growth mindset training and resources to support creative and innovative school personnel and students who readily embrace problems and challenges, and persist under such circumstances.
4. Student achievement and proficiency can be increased in ELA and Math through a strengthened multi-tiered system of support (MTSS). In conjunction with these critical area of emphasis, there is a need for:
 - Increase training/collaboration with staff to unpack standards and alignment of curriculum.
 - Increase training with parents on how to support students in the above areas.
 - Increase training for staff to deepen their knowledge of research based strategies, understand standards alignment with curriculum, and differentiate instruction for students.
5. Consideration of additional licensed staff to support enhanced, well-rounded educational experiences for students, and provide protected time for teacher planning and collaboration with content teams to develop higher level thinking skills with our students.

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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)