

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

District:	Maize USD 266	Bldg #	Grades Served:
School:	Maize South Middle School	2047	7-8
Please consider the following questions as you complete the needs assessment for your building.			
SECTION 1: Student Needs			Notes
a.	Student Headcount	542	
b.	Percentage of students with an active IEP	20% total	IDEA 16% Gifted 4%
c.	Percentage of students enrolled in English Language Learner (ELL) services	1.48%	
d.	Percentage of students identified as At-Risk (Free Lunch)?	12.55%	
e.	Pupil-Teacher Ratio Average	13.9:1	
f.	Pupil-Teacher Ratio Median	290.5	
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?		
i.	Is there a tiered system of support to target reading growth?	Yes	Multi-tiered system of supports (MTSS) time (20 mins/4x week), Interrelated ELA, Orton Gillingham training for special education ELA staff
j.	Is there a tiered system of support to target math growth?	Yes	MTSS time, Interrelated Math - uses Transmath curriculum
k.	Are there local assessments to measure reading growth?	Yes	AimsWeb+, Skills Assessment through HMH Curriculum
l.	Are there local assessments to measure math growth?	Yes	AimsWeb+
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Mav Time (soft start to focus on executive functioning and academics), Focus Fridays for students failing one or more class, Study Skills for students with IEPs and general education needs
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Reading interventionist, study skills for general education students, Mav Time (executive functioning, grade awareness, SEL)
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	PLCs will dissect data and create targets/goals, Building Leadership Team will initiate conversation for data analysis and steps forward
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, Second Step, groups	Small groups, lunch groups, counselor lessons, Second Step
b.	What are the targets/goals related to social/emotional growth?	Regulated students, student engagement, decrease in discipline referrals	Compare the number of discipline referrals/attendance problems (truancy) year over year at the end of each term.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e.	How are successes of Individual Plans of Study being measured?	All students complete an individual plan of study (IPS) in Xello platform.	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g.	How are you ensuring students are civically engaged?	MavTime families, clubs, Mavs on a Mission	
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer school based on AimsWeb+ data, grades	
b.	Are there appropriate and adequate instructional materials?	Yes	Lots of piloting happening last year and this year
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)	N/A	
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	Second Step, physical education classes, Panorama
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	Advanced academic classes and intro classes to MCA
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	Needed: math interventionist & highly qualified support staff
b.	How many classified support staff are currently employed?	36	
c.	How many classified support staff are needed?	42	We currently have openings for paraprofessionals.
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?	Training for teachers to provide intervention, Professional Learning Community (PLC) time, ongoing Professional Development (PD) as provided by the district, eWalkThrough data	
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?	Parent-Teacher Conferences, Meet Your Teacher, 8th Grade Promotion	New initiative this year: Watch DOGS (Maverick style)
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?	Newsletter information/resources available to parents each month, special education transition events and meetings, parent meetings for IEP decisions	Second Step updates to parents based on what students are learning.
c.	Do you have an active Site Council?	Yes - Quarterly meetings (4)	
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?	monthly newsletter, Messenger (family emails), social media (FB, Instagram, Twitter), Skyward progress reports, rSchool calendar for activities, school webpage	
f.	What types of communication/social media exists with your community? Is it adequate?	Facebook, Instagram, Twitter - school accounts, website, rSchool calendar for activities	
SECTION 8: School Data			Notes
a.	Building Attendance Rate	91.9%	
b.	Building Chronic Absenteeism Rate	28.1%	
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	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?	MSMS has three barriers. The first is a high percentage of chronic absenteeism (28% versus district at 24%). The second barrier is a lack of a math interventionist to support students during MTSS time. We currently have 9% of 8th graders and 10% of 7th graders who are labeled as "high risk" according to math AimsWeb+ data. Our third barrier is the current lack of a common math curriculum. The previously adopted curriculum from several years ago was not adequate or meeting needs. Our teachers piloted a new resource last spring and are piloting two additional programs this year. Having new adopted curriculum in 23-24 will provide consistency and increase student achievement.	
	1. Can these be achieved with additional resources?	Yes	School Resource Officer (SRO) (We will have a dedicated SRO, but the position has not yet been filled.), Mav Time Families (creating a soft start-safe space- for students to begin their days to ease anxiety and stress), Behavioral Health Liaison (shared with MSIS)
	2. Why or why not?	It is difficult for us to hold families accountable for attendance without required credits at the middle school level.	
b.	Additional building unique items:		

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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 MSMS that must be overcome for students to achieve grade level proficiency.

(1) Our building chronic absenteeism rate is 28.05%, increasing from 11.55% 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) MSMS 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 a dedicated math interventionist 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 level.

(3) The district will need to adopt a new math curriculum for middle school students. The previously adopted curriculum from several years ago was not adequate or meeting learning needs. Our teachers piloted a new resource last spring and are piloting two additional programs this year. Having highly effective curriculum resources as part of a robust academic program can provide consistency and increase student outcomes.

(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). The investment in professional learning for staff on behavior and academic intervention supports, as well as the purchase of evidence-based curriculum that supports standards-based instruction can provide a robust academic and behavior/social-emotional program that meets the needs of all learners. This investment includes the addition of a dedicated math interventionist and core math curriculum.

(2) The development of a system to address truancy and chronic absenteeism is critical. Allocating resources to support this system will help increase student attendance and engagement. Training for staff, family engagement activities, and networking with community resources must be parts of this system.

(3) We believe creating a program, Mav Time Families, that increases opportunities for students to build strong relationships, learn important executive functioning skills, and develop skills to meet expected behavior outcomes is important.

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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)