

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

District:	USD 266	Bldg #	Grades Served:
School:	Pray-Woodman Elementary	2043	K-4

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

SECTION 1: Student Needs			Notes
a.	Student Headcount	485	
b.	Percentage of students with an active IEP	19.00%	IDEA 18% Gifted 1%
c.	Percentage of students enrolled in English Language Learner (ELL) services	6.39%	
d.	Percentage of students identified as At-Risk (Free lunch)?	10.93%	
e.	Pupil-Teacher Ratio Average	13.5	
f.	Pupil-Teacher Ratio Median	260.5	
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	Our Hispanic sub-group shows they scored lower than other sub-groups. There are more students in Level 2 than the building average, but also more in level 3 than the building average. One area to improve would be to move more students into the Level 4 sub-group.
i.	Is there a tiered system of support to target reading growth?	Yes	We use the MTSS model required by the state to meet the needs of all students. We utilize multiple data points to group and instruct students based on their personalized needs in reading.
j.	Is there a tiered system of support to target math growth?	Yes	We use the MTSS model required by the state to meet the needs of all students. We utilize multiple data points to group and instruct students based on their personalized needs in math.
k.	Are there local assessments to measure reading growth?	Yes	We utilize many standardized assessments including: AimswebPlus, Quick Phonics Screeners, Phonological Awareness Screening Test, Lexia Data, and multiple other curriculum based assessments.
l.	Are there local assessments to measure math growth?	Yes	We utilize the standardized assessments including: AimswebPlus, Dreambox, Reflex Data and iReady screeners. We use multiple curriculum based assessments.
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We provide intervention support from specialists for both reading and math. We provide tier 2 and tier 3 intervention outside of the designated core block times to meet individual student needs. Special education teachers to meet the needs of our students who have an Individualized Education Plan (IEP).
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	We will implement new reading curriculum across all grade levels. We have purchased supplemental phonics instructional materials to meet the needs of all students. We have purchased Heggerty Phonemic Awareness curriculum for all K-3 classrooms to address deficits in early reading skills. We have reviewed, discussed and implemented building wide expectations surrounding required materials and procedures for our multi-tiered systems of support for reading, math and behavior.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	We have a full-time math interventionist with a para to address students' needs in math. We have a full-time reading interventionist with a para to address students' needs in reading. We have added a full time English Speakers of Other Languages (ESOL) teacher with para support. We have special education teachers to address students with mild disabilities needs. We have categorical special education teachers to address the needs of our students in the Functionally Applied Academics program.

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 Screener	Behavior MTSS, anecdotal notes, individualized behavior plans, a SEL screener will be utilized, three times per year through Panorama, if parents approve through an opt-in form.
b.	What are the targets/goals related to social/emotional growth?	Implement a Schoolwide Behavior MTSS program with fidelity and excellence	This was started during the 2021-22 school year with licensed staff providing targeted behavior and social emotional instruction.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ	ASQ=Agess and Stages Questionnaires - We receive notes and data from our Early Childhood Center. We rely heavily on parental input on our pre-kindergarten students. We have a Kindergarten Adventure in the spring to meet our incoming students and families.
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	We follow district protocols	We strive to ensure all children are ready to enter kindergarten when they are age-eligible. We partner with our Early Childhood Center and offer parent/child learning opportunities to make sure children are reaching developmental milestones.

e.	How are successes of Individual Plans of Study being measured?	Quarterly Progress Reports, Grade Cards, Annual IEPs	
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?	Behavior MTSS	Numana (making food packets), Junior Achievement, Food Drive, Andover Tornado Money Collection, Complete High School Tutors and Interns
SECTION 3: Curriculum Needs			Notes
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Summer School, ESY, Boys and Girls Club	ESY= Extended School Year for students with special education services who show more than 9 weeks of learning loss without specific interventions
b.	Are there appropriate and adequate instructional materials?	Yes	New Reading Curriculum 22-23 school year
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	No	We envision using technology that will enable students to be critical thinkers and innovators. We envision students develop the ability to program robots, code and create.
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	We follow the state social studies standards
	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	Panorama Screener
	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	We are following the state requirements.
b.	How many classified support staff are currently employed?	48	
c.	How many classified support staff are needed?	54	
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?	Instructional Best Practices, Social Emotional Learning, MTSS, Developmentally appropriate mathematics, ESOL certifications	We need more training in ESOL practices, trauma informed practices and meeting individual student needs.
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	
c.	Are additional School Buses needed or any additional Routes needed?	Yes	
SECTION 7: Family Needs/Community Relations			Notes
a.	Do you have regular events to engage parents with teachers?	Yes	Site Council, Family Engagement Night, Glow Run, Parent/Teacher Conferences, Passport Scavenger Hunt
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?	None at this time	Our dream would be to have an educational advocate and parenting expert to assist our students and families in need or in crisis.
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?	Classroom Newsletter, Schoolwide Newsletter, Autodialer, District Newsletter, email. Adequate - Yes, always room for more.	
f.	What types of communication/social media exists with your community? Is it adequate?	Pray-Woodman Facebook Page, PTO Facebook	We are looking at expanding the use of social media. We recognize some families prefer traditional communication (hard copy/note in backpack).
SECTION 8: School Data			Notes
a.	Building Attendance Rate	92.1%	
b.	Building Chronic Absenteeism Rate	26.65%	
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?		We hope to become more competitive with pay so we can retain quality staff.
	1. Can these be achieved with additional resources?	Yes	
	2. Why or why not?		We hope to become more competitive with pay so we can retain quality staff.
b.	Additional building unique items:		

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 Pray-Woodman that must be overcome for students to achieve grade level proficiency.

1. Our building chronic absenteeism rate is 21.6%, increasing from 5.64% in 2018-19. It is important for our students 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. Our students who receive services in special education and ESOL continue to show the need for more support. Tiered support small-group instruction provides opportunities for flexible and differentiated learning. With a smaller number of students in tiered support groups, students participation and teacher individualization of instructional needs increases. Additional teachers and paras for tiered support groups would help.
3. Teachers at PWS express the need for more time to plan differentiated lessons to meet the individual needs of all students.

(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. The district has committed funding for additional SROs and Therapists. This is a great place to start for support to students and families. These positions will be included in the further investigation of root cause for students who are chronically absent.
2. The district has committed ESSER funds to add additional support positions for SEL, Mental Health, Safety, and Professional Learning. Continued support through these additional positions, after ESSER funding is complete, would be ideal.
3. We need to increase compensation for district staff to ensure we remain competitive with Wichita Metro Area districts and businesses. One budget consideration would be to increase salary and health benefit compensation.
4. Additional teachers for speciality areas such as STEAM and/or Fine Arts would enhance the education of students while providing increased plan time for elementary teachers.

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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 year accreditation cycle