

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

<b>District:</b>	<b>USD 266</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Vermillion Elementary</b>	<b>2075</b>	<b>K-4</b>

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

<b>SECTION 1: Student Needs</b>		<b>Notes</b>
a.	Student Headcount	495 K-4 only
b.	Percentage of students with an active IEP	21.00% IDEA 20% Gifted 1%
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.00%
d.	Percentage of students identified as At-Risk (Free lunch)?	14.14%
e.	Pupil-Teacher Ratio Average	13.8
f.	Pupil-Teacher Ratio Median	266.5
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 African American, Hispanic, and Multi Racial subgroups have between 70-100% of students achieving at Level 1 or Level 2, which is a higher percentage than other subgroups at this level.
i.	Is there a tiered system of support to target reading growth?	Yes Each grade K-4 has a 30 minute intervention time daily 4 days a week (tier 2) and a specialist in the building to provide PD to teachers and support to students. Students are grouped in different skill groups for intervention. Data is examined frequently to measure the impact of the intervention. Students who show the need for more intervention receive more time with our reading specialist (tier 3).
j.	Is there a tiered system of support to target math growth?	Yes Each grade K-4 has a 30 minute intervention time daily 4 days a week (tier 2) and a specialist in the building to provide PD to teachers and support to students. Students are grouped in different skill groups for intervention. Data is examined frequently to measure the impact of the intervention. Students who show the need for more intervention receive more time with our reading specialist (tier 3).
k.	Are there local assessments to measure reading growth?	Yes We currently utilize AimsWeb, curriculum assessments, and diagnostic tests (PAST: Phonological Awareness Screening Test, QPS: Quick Phonics Screener). Progress monitoring tools are used to measure student growth and need during intervention.
l.	Are there local assessments to measure math growth?	Yes We currently utilize AimsWeb, curriculum assessments, and diagnostic tests. Progress monitoring tools are used to measure student growth and need during intervention.
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes Reading and Math Title One lab working with specialist STEAM Classroom focused on science, technology, engineering, art and math Classrooms have in-house and external field trips to enrich content. We have offered a summer school program the past two years that targets specific skills students were missing.
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes Our MTSS structures are designed to challenge our students at their appropriate academic level. We use state assessment data to look for gaps in our curriculum and make instructional adjustments accordingly. Our new reading curriculum has more rigor, and this will prepare our students more for the types of questions they will encounter on the state assessment.
o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes Student improvement and growth is focused on within Building Leadership Team meetings and school improvement goals through KansaStar indicator work. This includes increasing teacher efficacy, building solid relationships among our staff and students, and refining our MTSS processes to meet the needs of all of our students.
<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?	We utilize our Panorama social/emotional screener data, the number of Office Discipline Referrals, and referrals to our Counselor and General Education Interventions team.
b.	What are the targets/goals related to social/emotional growth?	Our goal is to reduce the number of Office Discipline Referrals, and to reduce/eliminate the of number of students in the "High Risk" category on Panorama SEL surveys and self assessments.
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	We utilize Kindergarten Adventure, Parent Input, Ages & Stages Questionnaires, and Fastbridge to screen and assess students for Kindergarten Readiness.
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	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?	We utilize the General Education Intervention (GEI) system to identify student needs. The GEI team meets regularly to review students progress and growth. Students going through the GEI process are assigned an Individual Students Intervention Plan (ISIP) to document and track their progress.
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A - We only serve K-4
g.	How are you ensuring students are civically engaged?	We utilize Junior Achievement and host a Community Helper Day. Additionally, various teachers provide their own opportunities for their class to be civically engaged.
<b>SECTION 3: Curriculum Needs</b>		<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We offer Summer School as well as strategic, targeted, additional instruction (Tier III) for students needing additional support.
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 Chromebooks 1-1 for K-4 students Promethean boards, document cameras in each classroom

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 - We only serve K-4
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	All students have access to Size Matters handwriting curriculum K-1 and teachers will have training for grade 2 if remediation is needed. In addition, tiered intervention is available to any student that may need additional support. Curriculum grades 2-4 continues to focus on written language and student work production. All students have access to speech support through the General Education Intervention team or intervention with the speech pathologist when deemed necessary. In classrooms, teachers work to provide opportunities to grown oral communication skills through student collaboration and public speaking.
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Teachers utilize Junior Achievement, Social Studies standards, and curriculum (TCI).
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Teachers utilize Junior Achievement, Social Studies standards, and curriculum (TCI).
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	Mental and physical wellness is taught practiced through Physical Education class and standards and Social Emotional Learning (SEL) opportunities. These SEL opportunities includes, but are not limited to, Capturing Kids Hearts, Second Step curriculum, our Chameleon Character program, Maize Way Program and SEL Soft Start daily in a school schedule.
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	There are limited opportunities with arts at the K-4 level. Students receive two 30 minute sessions of music per week and an additional 30 minutes every other week. There is an additional opportunity one time per week for 30 minutes in the STEAM Classroom focused on science, technology, engineering, art and math, but this time is dependent upon the lesson being taught. The majority of the school day is spent teaching academic areas and limited time is spent with the arts.
	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	At the K-4 level time is spent to focus on soft skills and social emotional skills through Capturing Kids Hearts, Second Step curriculum, our Chameleon Character program, Maize Way Program and SEL Soft Start daily in a school schedule.
	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	At the K-4 level time is spent to focus on soft skills and social emotional skills through Capturing Kids Hearts, Second Step curriculum, our Chameleon Character program, Maize Way Program and SEL Soft Start daily in a school schedule.
<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?	Yes	All certified staff are licensed and appropriate for area.
b.	How many classified support staff are currently employed?	40	
c.	How many classified support staff are needed?	45	Additional paras are needed to support students with IEP services.
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	Students have the opportunity to see support personnel when needed. Students receive two - 30 minute blocks of library during a five day week Two counselors Nurse and Nurse Para available 1.5 PE Teachers 1.5 Music Teachers
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	Administration is trained through district level professional development. They are also supported by Student Support Specialists that collaborate to provide professional development to staff.
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	Intervention PD, Curriculum PD,	Professional Development for strategic, research based interventions to address specific student needs & deficits, as well as Professional Development for our current Curriculum.
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	Yes	Vermillion has good sized classrooms and some open space.
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	Vermillion is an environment conducive to learning
c.	Are additional School Buses needed or any additional Routes needed?	Yes	Support for students who live closer than the 2.5 mile boundary is needed.
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	We host Family Nights, Parent-Teacher Conferences, as well as events hosted by our Parent-Teacher Organization (PTO) events.
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?		We have provided focused Family Nights to help engaged families with their student's learning.
c.	Do you have an active Site Council?	Yes	Our Site council meets quarterly and consists of parents, community stakeholders and staff members.
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Our Parent-Teacher Organization (PTO) is very active and supportive in working to support the goals of our school.
e.	What types of communication exists with families? Is it adequate?	Yes	We utilize a Facebook page, newsletters, and email to communicate with all families. In addition, teachers utilize phone calls, emails, and websites to communicate with families.
f.	What types of communication/social media exists with your community? Is it adequate?	Yes	We utilize a Facebook page and partner with our Parent-Teacher Organization (PTO) to communicate with our community.
<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	93.4%	
b.	Building Chronic Absenteeism Rate	11.6%	

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
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	a. What is our building graduation rate		
	b. What is our building dropout rate?		
	c. What is our average comprehensive ACT score?		
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		See Bldg State Assessment Review
	1. Can these be achieved with additional resources?	Possibly	
	2. Why or why not?	Budget	
b.	Additional building unique items:		

# 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: USD 266	Bldg #	Grades Served:
School: Vermillion Elementary	2075	K-4

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

We have identified three barriers at VES that must be overcome for students to achieve grade level proficiency.

1. Our building chronic absenteeism rate is 11.56%, increasing from 7.4% in 2018. 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. Special Education & General Education: staffing, class sizes, and curriculum
  - Competitive in wages for paras
  - Ensuring Special Education classes are reflective of Tiered Supports recommendations for size and process and ensuring access to curriculum and the use of a research-based curriculum.
  - Ensuring that teachers are trained in the curriculum and are implementing it with fidelity.
  - Professional Development and mentoring support for new teachers.
3. Reading Scores
  - New Reading Curriculum is being implemented this school year. Last year, the pilot teachers found that it helped increase consistency for the use of instructional strategies (vocab terminology, strategies, etc.) and provided increased rigor in assignments

## (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 funding for the following:
  - Additional Classified Staff
  - Professional Development for Classified Staff
  - Professional Learning for Teachers on Instructional and Intervention Strategies
  - Special Education: reworked placement to help with staffing, provided access to new curriculum, added para support for pull out class sizes
  - New Reading curriculum with supporting phonics curriculum, PD for teachers
3. Increased wages for classified staff. We need to be competitive with area businesses so that we are able to hire enough paras.

## 2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: <u>USD 266</u>	Bldg #	Grades Served:
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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)