

**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>Maize Central</b>	<b>2051</b>		<b>K-4</b>
		<b>2021-22</b>	<b>2022-23</b>	

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

<b>Required questions per K.S.A. 72-1163: Is every child in your school provided at least the following capacities?</b>		<b>Yes / No</b>	<b>Please Explain Your Answer.</b>
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.		YES	Students are provided BOE approved curriculum in English Language Arts that incorporates reading, writing, speaking, and listening skills appropriate for the grade and developmental level of the students. Capturing Kids' Hearts EXCEL and SOLER listening models provides students with a framework for appropriate communication skills.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		YES	Students are provided age and developmentally appropriate instruction aligned to standards to help them better understand economic, social, and political systems as they relate to their lives. Junior Achievement is used to enhance the curriculum in grades 1-4 with targeted areas of focus. STEAM lessons will be offered weekly.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		YES	Governmental processes are introduced to students when relevant to advance their learning and understanding of community, state, and national events. Based on the students' grade and developmental levels, the content may vary. Literature from ELA and social studies standards are used to guide instruction. In addition, relevant events are discussed in class as appropriate.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		YES	Dedicated time is set aside four days a week with a strong focus on social/emotional well-being. Teachers use 2nd Step to guide weekly instruction, and skills that will help students manage their emotions and reflect on their well-being are reinforced within the classroom. Small groups, counselor/staff-led groups, and targeted intervention are utilized regularly in the classroom to help students. Students participate in 60-90 minutes of physical education weekly and have at least two daily recesses.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		NO	With the new reading curriculum, students are exposed to literature that represents different time periods and cultures. There is room for growth in this area. Many teachers explicitly teach about diversity, but a concentrated, school-wide, aligned system is not in place. Opportunities to learn about others and to allow students to share about their heritage exists in many classrooms, we could grow in celebrating diversity school-wide. Our music teachers do expose students to the historical components of music, and they discuss different cultures and their musical influence when appropriate. The new reading curriculum introduces students to some cultural and historical heritage. However, we still need more resources and instruction in historical heritage. In addition, some teachers do not feel comfortable teaching this material in the CKLA Knowledge Units and have chosen to skip it. More training, and an aligned pacing guide to ensure this portion of curriculum is taught would be helpful to ensuring this need is met. Additional opportunities through field trips, fine arts courses, and STEAM classes could also be helpful.
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	Age appropriate lessons and opportunities are provided to students that explore careers, for example, Purposeful Play in Kindergarten, Guest Speakers, Field Trips, Virtual Field Trips, and Junior Achievement give students exposure to vocational fields. Counselor lessons in some grade levels focuses on future jobs.

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	Students are supported as needed in order to advance and succeed at each grade level.		
<b>Please consider the following questions as you review the building report card for your building.</b>						
<b>Required questions per HB 2567 for assessment result analysis:</b>		<b>2021-22</b>	<b>2022-23</b>	<b>Identified Barriers Related to Student Needs</b>	<b>Recommended Budget Actions for BOE to Consider</b>	<b>Estimated Time for Students to Achieve Grade Level Proficiency on State Assessments</b>
<b>School Data</b>						
	a. Building Attendance Rate	91.7%		Some families may need to travel during the school year, and some students may have extended absences for illness, for example. It will be important to share the attendance policy with the same language across the district and adhere to it for consistency to improve building attendance. Some families have transportation barriers, childcare issues, and other family barriers that make attendance difficult. It will be important to understand the reason behind attendance issues in order to best support each individual family.	By adding a District Attendance Coordinator to help support and monitor attendance issues. This person could continue to educate families on the importance of attendance plus provide resources to those families who struggle getting their children to school. It may be helpful to have resources available to the counselors to allow them to help individual families. Items like alarm clocks, laundry soap, car seats, and other basic necessities that keep some families from attending school could be provided. Educating parents on the importance of regular school attendance could be a priority in district and building communication. Sharing infographics and information about learning loss and how it adds up over time could be provided at family nights and on social media sites the district runs. Providing community resources (SRO, Mental Health Liaison), more people could have a direct connection with families who need support. An additional school counselor or part-time counselor could also take on some of the attendance follow-up work.	Within the five year cycle, improvement in this area is possible.
	b. Building Chronic Absenteeism Rate	30.9%	16.52%	Families may not understand the BOE attendance policy and follow it. Some may not understand the long-range impact of chronic absenteeism on student learning and academic success. Many families do not understand that school attendance is required by law and the related consequences of chronic absenteeism.	By adding a District Attendance Coordinator to help support and monitor attendance issues. This person could continue to educate families on the importance of attendance plus provide resources to those families who struggle getting their children to school. It may be helpful to have alternate transportation options for students who chronically miss the bus and have no other transportation. Missing the bus and staying home for the day is a common issue at all grade levels.	Within the five year cycle, improvement in this area is possible.
	c. District Chronic Absenteeism Rate	23.9%	18.46%	Families may not understand the BOE attendance policy and follow it. Some may not understand the long-range impact of chronic absenteeism on student learning and academic success. Many families do not understand that school attendance is required by law and the related consequences of chronic absenteeism.	By adding a District Attendance Coordinator to help support and monitor attendance issues. This person could continue to educate families on the importance of attendance plus provide resources to those families who struggle getting their children to school. A district liaison to provide families with the basic needs required to get to school may also be considered. Many families are missing basic life necessities and these become the priority over school.	Within the five year cycle, improvement in this area is possible.
	d. District Graduation Rate	95.2%		Some students may lose credit and not graduate due to absences. The stronger attendance policy may help our district see improvement in this area. Continuing our focus on school-to-career connections is important. All students could have access to MCA at some point in their early education to fuel their love of learning and expose them to career options.	Continue to add the appropriate staffing, professional development, and curriculum to meet the needs of all students.	Within the five year cycle, improvement in this area is possible.
	e. District Dropout Rate	0.8%		This percentage is quite low. CHSM (alternative school that provides an option for drop-out prevention) and MVPS could be offered as alternatives to students who need a different learning environment.	Continue to add the appropriate staffing, professional development, and curriculum to meet the needs of all students.	Within the five year cycle, we are hopeful that this number stays low.
<b>Academic Assessment Results</b>						
	a. Kansas Assessment results for Reading: Percentage of students scoring at level 2 or above	82.03	82.72	With the new reading curriculum, work will continue to align curriculum maps with content taught and state standards. More emphasis should be placed on the state assessment. This is a district-wide initiative. For students who read significantly below grade level, understanding the grade level reading test passages is almost impossible.	Continued PD time allowed for teachers to continue becoming familiar with the curriculum would be helpful. Crosswalking the standards tested with where they are taught in the curriculum could reduce gaps in knowledge. Content might have to be taught in a different order so students have learned what they will be tested over on the state assessment. (Monetary needs- release time, sub pay, etc.) Continued focus on strong reading interventions for ALL students to get them reading on grade level and able to read the assessment.	Within the five year cycle, improvement in this area is possible. However, improvement in teaching practices in reading are constantly evolving and this should remain an ongoing priority.

	b. Kansas Assessment results for Math: Percentage of students scoring at level 2 or above	83.95	86.47	More emphasis should be placed on the state assessment. This is a district-wide initiative.	Continued PD time allowed for teachers to continue becoming familiar with the curriculum would be helpful. Crosswalking the standards tested with where they are taught in the curriculum could reduce gaps in knowledge. Content might have to be taught in a different order so students have learned what they will be tested over on the state assessment. (Monetary needs- release time, sub pay, etc.)	Within the five year cycle, improvement in this area is possible.
	c. Kansas Assessment results for Science: Percentage of students scoring at level 2 or above	NA	NA	NA	NA	NA
	d. Reading Screener: Percentage of students scoring at or above grade level benchmark in fall.		52.60%	The previous core reading series was not as strong. Last year was spent filling gaps and moving the students forward while teachers became familiar with the curriculum. Teachers will continue to fill gaps between the previous curriculum and new curriculum for the next several years. Students lose reading skills over the summer and consistently start the school year low.	PD on skill-based instruction that improves reading. More teachers taking OG and LETRS training would be helpful. (Monetary needs- release time, sub pay, etc.). Offering a paid or stipend training to have more teachers ESOL endorsed could also make a difference in our scores since the best practice strategies are universal. Offer information to parents in newsletters, on social media, or at family nights with specific ideas on how to increase reading proficiency.	Within the five year cycle, improvement in this area is possible.
	e. Reading Screener: Percentage of students scoring at or above grade level benchmark in spring.		70.80%	The core reading series was not as strong in the past. Last year was spent filling gaps and moving the students forward while teachers became familiar with the curriculum. Not all teachers have been appropriately trained in best practices in reading instruction and may be using antiquated practices. This is improving as more teachers become LETRS trained, but it is still an issue.	PD on skill-based instruction that improves reading. More teachers taking OG and LETRS training would be helpful. (Monetary needs- release time, sub pay, etc.) District training and expectations best practices in reading instruction/reading interventions would be helpful. Additional staff for providing interventions and training paras on reading interventions.	Within the five year cycle, improvement in this area is possible.
	e. Math Screener: Percentage of students scoring at or above grade level benchmark in fall.		61.60%	The core math curriculum is strong and aligned well. While the fall screener score is lower overall, gains were made throughout the year.	PD on skill-based instruction that improves math reasoning and fluency. (Monetary needs- release time, sub pay, etc.) Additional money for paraeducators would allow the MTSS math time to have a similar model to reading intervention time. Offer information to parents in newsletters, on social media, or at family nights with specific ideas on how to increase math proficiency.	Within the five year cycle, improvement in this area is possible.
	f. Math Screener: Percentage of students scoring at or above grade level benchmark in spring.		84.80%	Gains were made throughout the year that show MTSS math improvement groups and core math instruction were effective for many students.	PD on skill-based instruction that improves math reasoning and fluency. (Monetary needs- release time, sub pay, etc.) For both reading and math, competitive paraeducator pay and benefits is vital to attract and retain quality staff who can assist with differentiation.	Within the five year cycle, improvement in this area is possible.
<b>High School (buildings with grades 10 through 12 only)</b>				*Note:Adding STEAM has increased elementary plan time, but adding another staff member who can offer a "specials" class would allow for common plan time among grade level teachers and even more plan time for teacher to collaborate and focus on purposeful planning.		
	a. What is our building graduation rate					
	b. What is our building dropout rate?					
	c. What is our average comprehensive ACT score?					