

**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</b>	<b>2075</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.**

Required questions per K.S.A. 72-1163: Is every child in your school provided at least the following capacities?	Yes / No	Please Explain Your Answer.
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 for ELA that encompasses oral and written communication skills that are age appropriate.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Students are provided curriculum and real world opportunities (STEAM, Junior Achievement, and the ELA Knowledge strands) that provide them with knowledge of economic, social, and political systems.
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 through ELA and Social Studies curriculum strands.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	VES has a dedicated time 4 days a week for physical wellness for 30 minutes. Mental wellness is achieved through a SEL soft start daily for 20 minutes, counselor/SEL time for 30 minutes weekly, and then additional small groups as needed.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No	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	VES has partnered with the MCA to provide students with opportunities to explore the seven Kansas career fields from Kindergarten through fourth grade. Students will be provided with field trip options that make real world connections and provide guest speakers.
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 exposed to a variety of learning opportunities from Kindergarten through 12th grade.

**Please consider the following questions as you review the building report card for your building.**

Required questions per HB 2567 for assessment result analysis:	2021-22	2022-23	Identified Barriers Related to Student Needs	Recommended Budget Actions for BOE to Consider	Estimated Time for Students to Achieve Grade Level Proficiency on State Assessments
<b>School Data</b>					
a. Building Attendance Rate	93.4%		Continued partnerships to assist families with transportation and childcare. Boys and Girls Club needs more availability to elementary families.	Review ability to provide busing within 2.5 miles to all students in the district.	Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the second year of the five year cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.
b. Building Chronic Absenteeism Rate	16.4%	10.10%	Our building's chronic absenteeism rate has increased from 11.56% in 2022. 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. Beginning implementation of the district attendance policy changes to strengthen communication with student families.	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.	
c. District Chronic Absenteeism Rate	23.9%	18.46%			
d. District Graduation Rate	95.2%				
e. District Dropout Rate	0.8%				
<b>Academic Assessment Results</b>					

	a. Kansas Assessment results for Reading: Percentage of students scoring at level 2 or above	80.41	83.13	Continued implementation of core Reading Curriculum that was new in 2022. The building provides professional development for consistency with the use of instructional strategies (vocab, terminology, strategies, etc.) and provided increased rigor in assignments.	-Professional Development for all certified and classified staff -Professional Learning for Teachers on Instructional and Intervention Strategies -More special education staffing with certified teachers to allow for more inclusion, rather than paras.	Through the KESA accreditation cycle, we will target these needs and outline action steps and needed supports. This is the second year of the five year cycle, so we will assess each need, review data, and align district goals and action steps. Growth data should reflect progress made in each identified area at the end of the 5 year cycle.
	b. Kansas Assessment results for Math: Percentage of students scoring at level 2 or above	85.36	87.97	Professional development for teachers new to the building to ensure confidence in teaching the curriculum.	-Professional Development for all certified and classified staff -Professional Learning for Teachers on Instructional and Intervention Strategies -More special education staffing with certified teachers to allow for more inclusion, rather than paras.	
	c. Kansas Assessment results for Science: Percentage of students scoring at level 2 or above	NA	NA			
	d. Reading Screener: Percentage of students scoring at or above grade level benchmark in fall.		54.20%	Summer slide Initial PD for FastBridge for all certified staff, implementation of FastBridge assessments, Utilization of data to drive instruction and intervention	Summer School Parental Involvement and education of reading readiness Time utilized to ensure that screeners align with district curriculum and concepts being taught	
	e. Reading Screener: Percentage of students scoring at or above grade level benchmark in spring.		69.60%	Continued PD for FastBridge for all certified staff, continued use of FastBridge assessments, Utilization of data to drive instruction and intervention	Parental Involvement and education of reading readiness Time utilized to ensure that screeners align with district curriculum and concepts being taught	
	e. Math Screener: Percentage of students scoring at or above grade level benchmark in fall.		61%	Summer Slide Initial PD for FastBridge for all certified staff, implementation of FastBridge assessments, Utilization of data to drive instruction and intervention	Summer School Parental Involvement and education of reading readiness Time utilized to ensure that screeners align with district curriculum and concepts being taught	
	f. Math Screener: Percentage of students scoring at or above grade level benchmark in spring.		88%	Continued PD for FastBridge for all certified staff, continued use of FastBridge assessments, Utilization of data to drive instruction and intervention	Parental Involvement and education of reading readiness Time utilized to ensure that screeners align with district curriculum and concepts being taught	
<b>High School (buildings with grades 10 through 12 only)</b>						
	a. What is our building graduation rate					
	b. What is our building dropout rate?					
	c. What is our average comprehensive ACT score?					