

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

District:	USD 266	Bldg #		Grades Served:
School:	Maize Elementary	2046		K-4
		2021-22	2022-23	

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	Our BOE approved ELA curriculum sufficiently addresses the written and oral communication skills needed for our students to meet state standards.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Junior Achievement curriculum is delivered to 1st through 4th grades. Our ELA curriculum has some of these skills embedded into it as well. Our teachers review our state social studies standards and make plans to integrate these skills into their instruction.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	Grade level teachers provide age appropriate instruction regarding these processes, such as rules in the school or laws in the community. Extension of these concepts is achieved during Junior Achievement lessons.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	We have designated time each day when classrooms focus on social emotional learning. We also have curriculum, such as Second Step, teachers utilize during this time.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Our music and ELA curriculums provide opportunities for students to explore cultural and historical heritage.
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	Our students are given many exposure opportunities Kdg - 4th grade to learn about future careers. Purposeful play in Kdg, Junior Achievement in 1st-4th grade, field trips K-4, virtual field trips K-4, our ELA curriculum, guest speakers and counselor lessons give students an age appropriate perspective and information about future careers.
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	Our students are provided with differentiated instruction based on their needs and learning levels. Teachers and staff provide support and enrichment for students to succeed and advance in their learning. Student assessment data is studied and modifications to instruction and learning are made in response to how students are scoring in comparison to national percentiles as well.

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
School Data					
a. Building Attendance Rate	93.0%		We implemented an attendance incentive program focused on whole class perfect attendance to improve this.	New Pando staff member will help with attendance concerns through case management, check-ins/outs, and family resources.	These actions will be continually monitored through the district's strategic plan through the five year cycle.
b. Building Chronic Absenteeism Rate	20.2%	11.49%	Our counselors and GEI team work together to identify and provide interventions for our students who struggle with chronic absenteeism. Some of these students who are regularly absent also struggle with social and emotional skills.	Our SEL paras work to build relationships with our students. Providing funding for more SEL paras would support this. New Pando staff member will help with attendance concerns through case management, check-ins/outs, and family resources.	These actions will be continually monitored through the district's strategic plan through the five year cycle.
c. District Chronic Absenteeism Rate	23.9%	18.46%			
d. District Graduation Rate	95.2%				
e. District Dropout Rate	0.8%				
Academic Assessment Results					

	a. Kansas Assessment results for Reading: Percentage of students scoring at level 2 or above	85.8	84.57	Continued professional development for our reading curriculums implemented in 2022-2023 and time for staff to ensure it's aligned with state standards; PD for our new staff who have not used current reading curriculum and missed initial PD last year	Continued PD for reading curriculum that was implemented in 2022-2023, PD for classified staff (paras) as well on instructional strategies, PD for new teachers who missed initial PD opportunities in adoption year	These actions will be continually monitored through the district's strategic plan through the five year cycle.
	b. Kansas Assessment results for Math: Percentage of students scoring at level 2 or above	92.95	86.85	Professional development for teachers new to the math curriculum and new to teaching	Continued PD for certified and classified staff on instructional strategies	These actions will be continually monitored through the district's strategic plan through the five year cycle.
	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.		57.40%	Students' progress often regresses over the summer. A new screener this year may also be a barrier because of lack of experience in it's utilization.	Providing funding for summer school programs could continue learning for students.	These actions will be continually monitored through the district's strategic plan through the five year cycle.
	e. Reading Screener: Percentage of students scoring at or above grade level benchmark in spring.		81.40%	Initial PD for FastBridge screener, implementation of FastBridge Assessments, utilization of data to drive instruction	Time utilized to ensure that screeners align with district curriculum and concepts being taught	These actions will be continually monitored through the district's strategic plan through the five year cycle.
	e. Math Screener: Percentage of students scoring at or above grade level benchmark in fall.		62.20%	Students' progress often regresses over the summer.	Providing funding for summer school programs could continue learning for students.	These actions will be continually monitored through the district's strategic plan through the five year cycle.
	f. Math Screener: Percentage of students scoring at or above grade level benchmark in spring.		90.20%	Initial PD for FastBridge screener, implementation of FastBridge Assessments, utilization of data to drive instruction	Time utilized to ensure that screeners align with district curriculum and concepts being taught	These actions will be continually monitored through the district's strategic plan through the five year cycle.
High School (buildings with grades 10 through 12 only)						
	a. What is our building graduation rate					
	b. What is our building dropout rate?					
	c. What is our average comprehensive ACT score?					