

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

<b>District:</b>	<b>Maize USD 266</b>	<b>Bldg #</b>		<b>Grades Served:</b>
<b>School:</b>	<b>Maize Intermediate School</b>	<b>2161</b>		<b>5-6</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 with access to the Wit & Wisdom curriculum that is researched based, rigourous, and aligned with state standards. Wit & Wisdom encompasses a comprehensive written and oral communication skills into daily lessons.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	Classroom lessons are aligned with Kansas state 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	Classroom lessons are aligned with Kansas state standards
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	All students have access to our Tier 1 instruction for both physical and mental health. Classroom teachers provide weekly SEL lessons and Counselors provide monthly character lessons. Staff has been trained in Youth Mental Health First Aid and our building has access to a Mental Health Liaison to provide students and families additional resources. Students have access to two recesses per day and a semester of PE to learn and grow their physical wellness.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	Students receive a well rounded education that embraces the arts during cross-curricular time. We also have multiple opportunities for students to dive deeper into the arts during their weekly club time.
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	Students have opportunities to engage in cross curricular core instruction, as well as explore different vocational opportunities through a partnership with the Maize Career Academy.
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 were able to explore vocational skills via the Maize Career Academy. Students were also able to attend monthly Career Cafes where they learned about different careers.

**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	94.0%		District policy was not clear in regards to absences. Therefore, many parents were able to call students in excused several times during the year.	Proposed change of policy to align the expectations for absences for all of the buildings in the district.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
b. Building Chronic Absenteeism Rate	16.1%	16.13%	District policy was not clear in regards to absences. Therefore, many parents were able to call students in excused several times during the year.	Proposed change of policy to align the expectations for absences for all of the buildings in the district.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
c. District Chronic Absenteeism Rate	23.9%	18.46%	District policy was not clear in regards to absences. Therefore, many parents were able to call students in excused several times during the year.	Proposed change of policy to align the expectations for absences for all of the buildings in the district.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
d. District Graduation Rate	95.2%		Provide students ways to engage in school and the community to have a sense of belonging.	Continue to look at expanding elective/specials opportunities at all levels.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
e. District Dropout Rate	0.8%		Provide students ways to engage in school and the community to have a sense of belonging.	Continue to look at expanding elective/specials opportunities at all levels.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.

**Academic Assessment Results**

	a. Kansas Assessment results for Reading: Percentage of students scoring at level 2 or above	69.03	61.86	Attendance has some impact on our state assessment scores. Previous lack of importance placed on state assessment scores through COVID has also played a role. New curriculum adoption started this school year. No official MTSS process in place for T2 interventions	Continue to support the district with decisions to implement a true MTSS process including good, research based core curriculum, as well as equitable intervention resources from building to building. Implementing resources provided by the state for mini tests and interim assessments.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
	b. Kansas Assessment results for Math: Percentage of students scoring at level 2 or above	60.42	65.33	MIS is facing several barriers including new curriculum adoptions, aligning tiered instruction, and absenteeism. For the math test students all students should have access to listen to the questions to assess their math abilities not their reading level.	Continue to support the district with decisions to implement a true MTSS process including good, research based core curriculum, as well as equitable intervention resources from building to building. Implementing resources provided by the state for mini tests and interim assessments.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
	c. Kansas Assessment results for Science: Percentage of students scoring at level 2 or above	75.17	80.06	Barriers we face to improve our science instruction is access to science standards starting at a younger age, working to align resources and researched based curriculum.	Adopting a new curriculum and continuing to align standards.	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
	d. Reading Screener: Percentage of students scoring at or above grade level benchmark in fall.		71%	Students performed pretty well, however, we needed to develop a stronger, consistent, Tiered intervention support that happened in the general education classroom.	Training on the new Fastbridge screener so that teachers understand the difference in the new screener	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
	e. Reading Screener: Percentage of students scoring at or above grade level benchmark in spring.		79.50%	Students performed pretty well, however, we needed to develop a stronger, consistent, Tiered intervention support that happened in the general education classroom.	Training on the new Fastbridge screener so that teachers understand the difference in the new screener	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
	e. Math Screener: Percentage of students scoring at or above grade level benchmark in fall.		64%	We needed to develop a stronger, consistent, Tiered intervention support that happened in the general education classroom.	Training on the new Fastbridge screener so that teachers understand the difference in the new screener	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
	f. Math Screener: Percentage of students scoring at or above grade level benchmark in spring.		78%	We made a significant growth from fall to spring. Developing a stronger, consistent, Tiered intervention support that happened in the general education classroom will help support that growth	Training on the new Fastbridge screener so that teachers understand the difference in the new screener	We are working on this annually with a target goal to be aligned with our KESA 5 year target.
<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?					