

**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 Middle School</b>	<b>2044</b>		<b>7-8</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	Multiple means and modes of communication are available and regularly practiced in the classrooms. This includes Google platforms, email, Leadworthy, etc.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.		No	Student elections, social studies and career curriculum cover details with regard to economic and political systems. Additional social systems are addressed in elective courses, such as Leadworthy, but these are not required courses that ALL students take; therefore we cannot guarantee these topics are covered adequately for all students. These elective teachers are often shared between buildings.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.		Yes	Social studies curriculum offers developmentally appropriate content to enable comprehension of governmental processes and its effects.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.		Yes	Required 9-week physical education elective, Eagles Landing with two dedicated days focused on character lessons
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.		No	Students are provided the opportunity to engage in an entry level fine arts course, however <b>all</b> students are not required to complete or take a fine arts course.
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	Partnership with Maize Career Academy. Elective courses: Robotics, Agriculture, Indust Tech, Auto, Health Science, Flight & Space, Engineering, etc.
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	Science Olympiad, Scholars Bowl, Spelling Bee, Rubik's Cube Competition, Elective courses from the Maize Career Academy (Robotics, Agriculture, Indust Tech, Auto, Health Science, Flight & Space, etc.)

**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
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**School Data**

a. Building Attendance Rate	96.2%		District policy was not clear in regards to absences. Therefore, many parents were able to call students in excused several times during the year.	Increased Mental Health and family support through the addition of 1 counselor and 1 MHIT professional.	The district is monitoring this and anticipates meeting our 5 year goal.
b. Building Chronic Absenteeism Rate	6.2% *this was due to inaccurate data entered into Skyward	23.33%	District policy was not clear in regards to absences. Therefore, many parents were able to call students in excused several times during the year.	Increased Mental Health and family support through the addition of 1 counselor and 1 MHIT professional.	The district is monitoring this and anticipates meeting our 5 year goal.
c. District Chronic Absenteeism Rate	23.9%	18.46%	Students in this category likely have long-term health issues and/or family dynamics that prohibit students from attending school on a regular basis.	Increased Mental Health and family support through the addition of 1 counselor and 1 MHIT professional.	The district is monitoring this and anticipates meeting our 5 year goal.
d. District Graduation Rate	95.2%		Encourage students to get involved with clubs, groups, and activities and promote good attendance.	Increased Mental Health and family support through the addition of 1 counselor and 1 MHIT professional.	The district is monitoring this and anticipates meeting our 5 year goal.
e. District Dropout Rate	0.8%		Lacking comprehensive college readiness skills, long-term health issues and/or family dynamics that prohibit students from attending or being successful at school.	Increased Mental Health and family support through the addition of 1 counselor and 1 MHIT professional.	The district is monitoring this and anticipates meeting our 5 year goal.

**Academic Assessment Results**

a. Kansas Assessment results for Reading: Percentage of students scoring at level 2 or above	69.43	64.48	New ELA curriculum, first year of implementation. Beginning implementation or tiered support systems.		The district is monitoring this and anticipates meeting our 5 year goal.
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	b. Kansas Assessment results for Math: Percentage of students scoring at level 2 or above	70.29	72	Piloting multiple curriculum samples for two years.	We will use state sponsored IXL software to screen and supplement math instruction. Purchase of the Aleks program to help support MTSS might also be an option if IXL does not meet our needs.	The district is monitoring this and anticipates meeting our 5 year goal.
	c. Kansas Assessment results for Science: Percentage of students scoring at level 2 or above	51.25	47.68	We implemented a new schedule for 2021-22. Science went to a semester long course versus year long. We will monitor and review this data this school year.		The district is monitoring this and anticipates meeting our 5 year goal.
	d. Reading Screener: Percentage of students scoring at or above grade level benchmark in fall.		78.50%	Lack of summer school programs to help support students needing additional academic support.	Summer school head start program for targeted students. Need additional training with research based intervention strategies that align with student data to move learning forward for all students	The district is monitoring this and anticipates meeting our 5 year goal.
	e. Reading Screener: Percentage of students scoring at or above grade level benchmark in spring.		81.50%	New ELA curriculum in addition to utilizing multiple screeners (AIMSWeb & FastBridge)	Professional Development for utilizing/implementing FastBridge data for all content areas	The district is monitoring this and anticipates meeting our 5 year goal.
	e. Math Screener: Percentage of students scoring at or above grade level benchmark in fall.		64.50%	Lack of summer school programs to help support students needing additional academic support.	Summer school head start program for targeted students. Need additional training with research based intervention strategies that align with student data to move learning forward for all students	The district is monitoring this and anticipates meeting our 5 year goal.
	f. Math Screener: Percentage of students scoring at or above grade level benchmark in spring.		84%	Piloting multiple curriculum samples for two years in addition to utilizing multiple screeners (AimsWeb & FastBridge)	Professional Development for utilizing/implementing FastBridge data for all content areas	The district is monitoring this and anticipates meeting our 5 year goal.
<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?					