

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

District:	Maize USD 266	Bldg #		Grades Served:
School:	Maize South Middle School	2047		7-8
		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	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	Soft starts "Mav Time" for building-wide uniformly taught character lessons. Required PE/Health classes also ensure student access to this.
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 all 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	Students partner with teachers at the Maize Career Academy to learn and practice skills related to career pathways. 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
School Data					
a. Building Attendance Rate	91.9%		We are proud of the more than 90% of students who are consistently in attendance. However, we are eager to continue to seek ways that support and engage students/families that will increase this percentage. Anxiety, Depression, Family dynamics, and Social issues play a role in this.		The district is monitoring this and anticipates meeting our five year goal.
b. Building Chronic Absenteeism Rate	28.1%	16.99%	Historically, we feel as if our coding practices have inadvertently elevated this percentage. District/State coding was followed but did not allow for appropriate and accurate absence reporting. Additionally, current USD #266 BOE policy (for middle school) does not require sufficient accountability to parents who excuse their children more than 10% of the year.	No budget action needed. We anticipate new BOE language to sufficiently address excused absences which will allow us to properly follow through and support truant students. Ultimately, this will help students and families return to the classroom on a more consistent basis.	The district is monitoring this and anticipates meeting our five 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.		The district is monitoring this and anticipates meeting our five year goal.
d. District Graduation Rate	95.2%		Encourage students to get involved with clubs, groups, and activities and promote good attendance.		The district is monitoring this and anticipates meeting our five year goal.
e. District Dropout Rate	0.8%		Students in this category likely have long-term health issues and/or family dynamics that prohibit students from attending school on a regular basis.		The district is monitoring this and anticipates meeting our five year goal.

Academic Assessment Results

	a. Kansas Assessment results for Reading: Percentage of students scoring at level 2 or above	74.04	73.49	New ELA curriculum, first year of implementation.		The district is monitoring this and anticipates meeting our five year goal.
	b. Kansas Assessment results for Math: Percentage of students scoring at level 2 or above	82.79	81.7	Piloting multiple curriculum samples for the past 2 years. We also do not have a Math Intervention Teacher to provide tier 2 support for identified students in need.	An additional math intervention teacher would help us address this. Additionally, it would align our district initiatives for providing interventions and supports to meet the needs of all learners. 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 five year goal.
	c. Kansas Assessment results for Science: Percentage of students scoring at level 2 or above	55.98	44.59	We implemented a new schedule for 2021-22. Science went to a semester long course versus year long. Initial data shows a small decline in state assessment scores - We are monitoring this data.		The district is monitoring this and anticipates meeting our five year goal.
	d. Reading Screener: Percentage of students scoring at or above grade level benchmark in fall.		83.50%	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 five year goal.
	e. Reading Screener: Percentage of students scoring at or above grade level benchmark in spring.		86.50%	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 five year goal.
	e. Math Screener: Percentage of students scoring at or above grade level benchmark in fall.		72.50%	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 five year goal.
	f. Math Screener: Percentage of students scoring at or above grade level benchmark in spring.		83.50%	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 five year goal.
High School (buildings with grades 10 through 12 only)						
	a. What is our building graduation rate					The district is monitoring this and anticipates meeting our five year goal.
	b. What is our building dropout rate?					The district is monitoring this and anticipates meeting our five year goal.
	c. What is our average comprehensive ACT score?					The district is monitoring this and anticipates meeting our five year goal.