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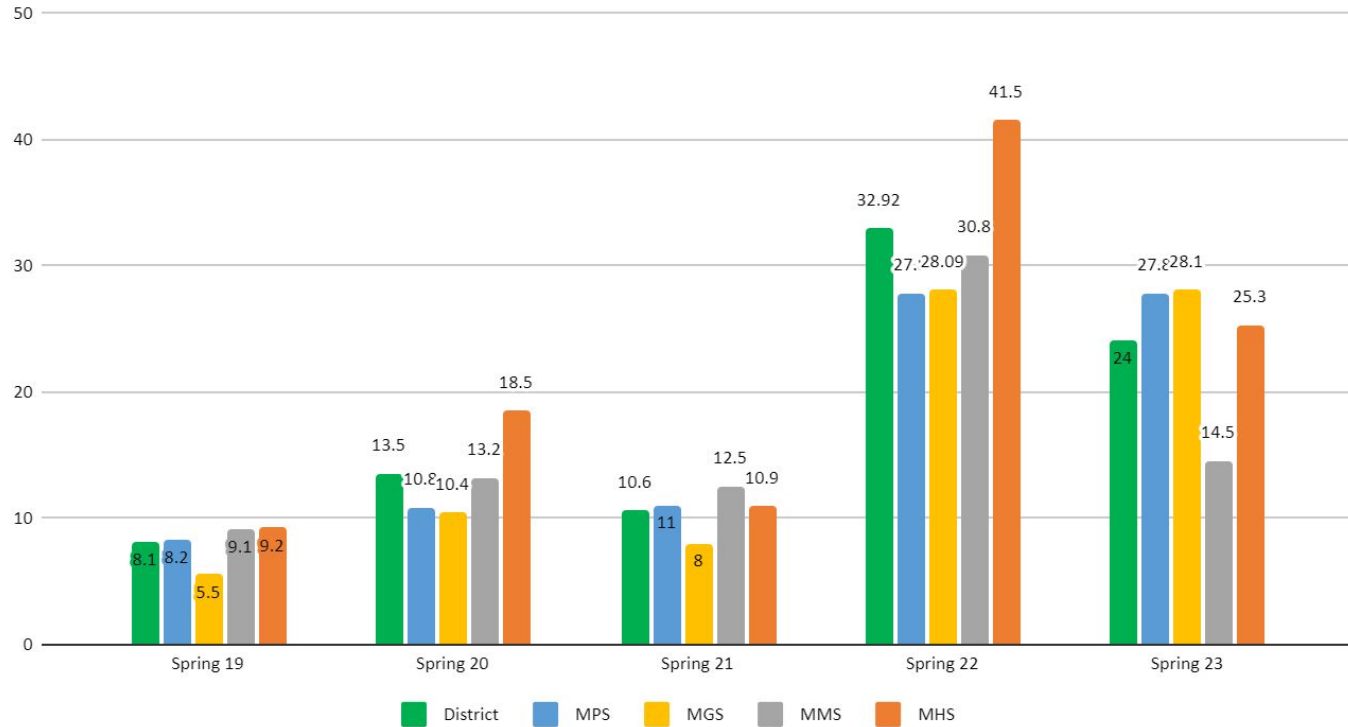
Building Needs Assessment & State Assessment Review

2022-2023 State Assessments Review for 2023-2024 Budget Considerations

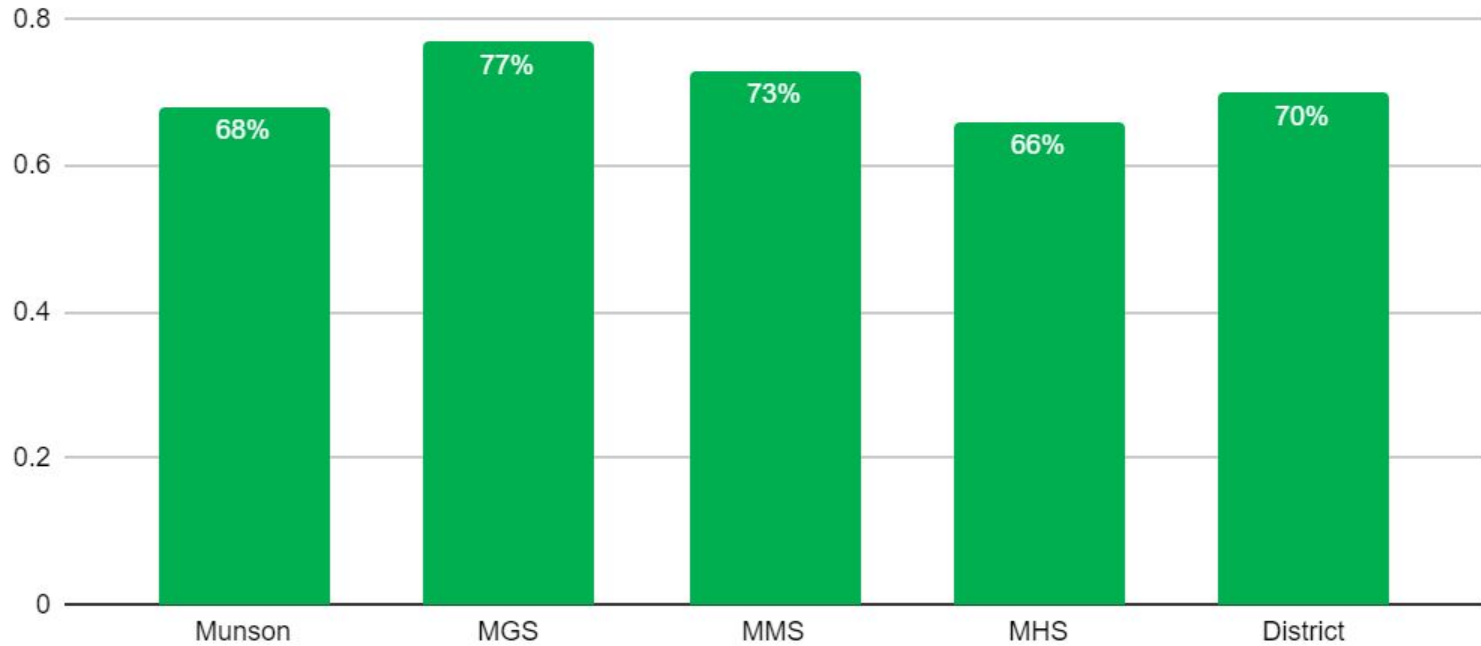
Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented

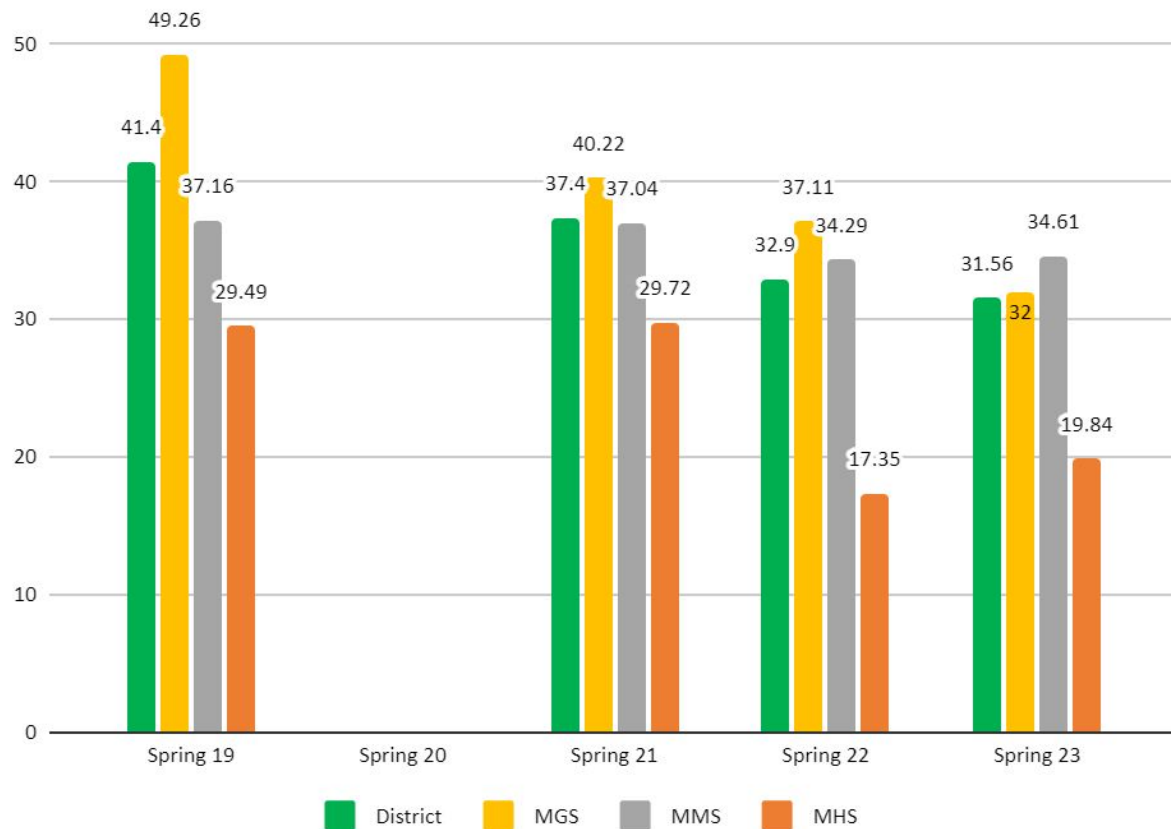
Percent of Students who are Chronically Absent



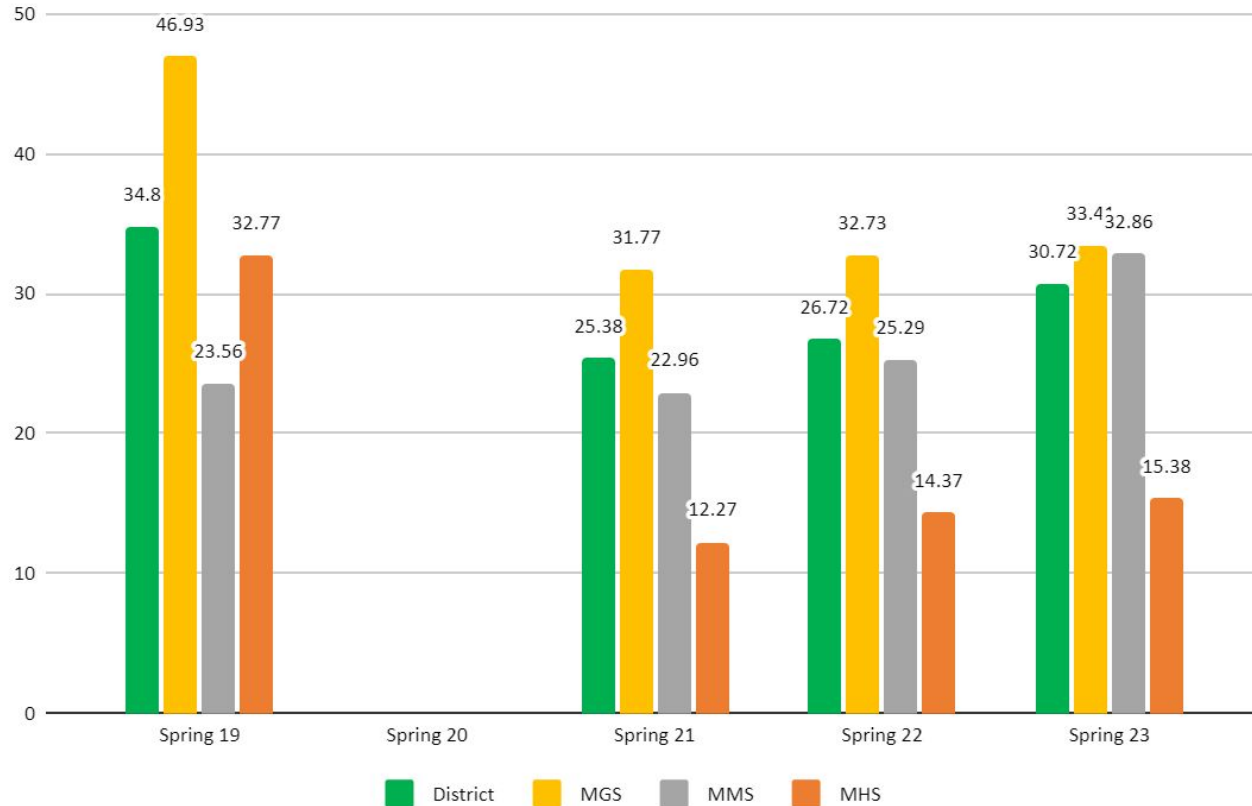
Percent of Students At-Risk 2022-2023



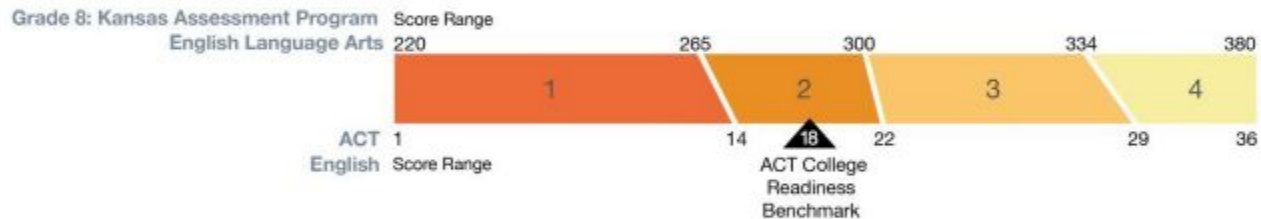
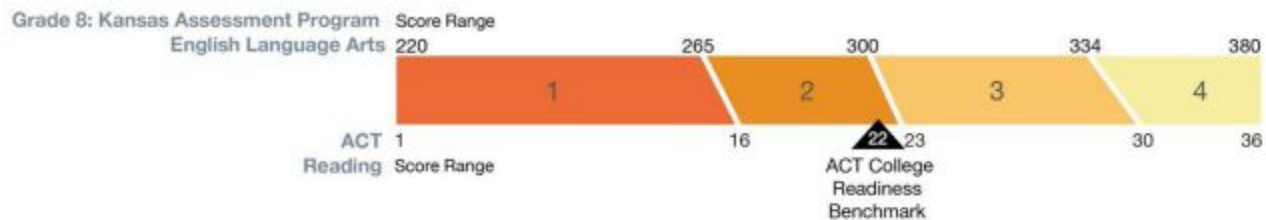
Percent of Students at Levels 3 & 4 on ELA State Assessment



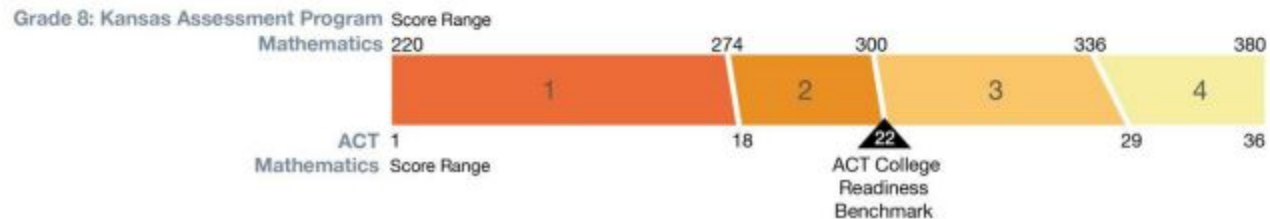
Percent of Students at Levels 3 & 4 on Math State Assessment



Grade 8 KAP English Language Arts Assessment – ACT Reading and ACT English



Grade 8 KAP Math Assessment – ACT Math



Munson Primary School

- Additional Tiered Support Facilitator
- Schedule adjusted to create Tier Time across the grade level.
- Schedule adjusted to create regular Personal Learning Communities (PLC's) to learn more about how to better use data to drive whole group instruction, review data and create targeted interventions and small group learning opportunities.
- Use of targeted assessments to take a more diagnostic approach to close learning gaps and increase student success and achievement.

Mulvane Grade School

Master Instructional Schedule

- Created and implemented a master instructional schedule to create consistency during the school day for instruction and to add WINN time.

WINN

- Time added to Master Instructional Schedule to provide intervention time to meet each student's individual instructional need. The focus is literacy. The goal is to add math time.

Wildcat Notebooks

- Each student will have a Wildcat Notebook. The notebook will have individualized student goals for math and reading. Teachers and students will use the notebook to track progress towards the goal and communicate with families on how their progress is going.

Mulvane Middle School

WINN adjustments

- Students now have access receive Tier 2 and 3 supports in both math and reading
- Tier 1 student will receive career exploration and enrichment opportunities
- Increase Tier interventions to 4 days per week

School Administration will coordinate all testing

- Administration will review results with Teachers
- Teachers will review results with Students

IXL & I-Ready

- Individualized course work 3 days per week
- Focus on academic deficiencies

Mulvane High School

Tiered ELA classes

- New classes with targeted intervention in both 9th and 10th grade
- Purchased and implementation of Total Access curriculum from Townsend Press

Math Classes

- Continue supporting students in math with adaptive/tiered/co-taught classes
- Begin using iReady for Pre-Algebra and adaptive math

Co-taught classes

- Increase our total number of co-taught classes and adding a science co-taught course for Biology

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(B) The budget actions that should be taken to address and remove those barriers

(C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

	Steve Fry			August 14th, 2023	
	Board President			Date	
School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	
Munson Primary	Pre-K-2	Attendance, Mental Health, Data Tracking, Facilities/Safety, Closing achievement and behavior gap enhanced by COVID	Additional support staff (paras/aides), Additional nursing staff, Additional special education teacher, Wildcat University, CKH Implementation & Sustainability Plan, LETRS and Pathways Training and Implementation Materials, iReady Math Curriculum and Implementation Training, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress by revisiting our pre-covid focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028	
Mulvane Grade School	3-5	Attendance, Mental Health, Data Tracking, Closing achievement gap enhanced by COVID, Safety/Facilities	Additional support staff (paras/aides), Additional nursing staff, Additional social worker, Wildcat University, Implementation & Sustainability Training, LETRS and Pathways Training and Implementation Materials, iReady Math Curriculum and Implementation Training, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress by revisiting our pre-covid focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028	
Mulvane Middle School	6-8	Mental Health, Data Tracking, Closing achievement and behavior gap enhanced by COVID, Safety/Facilities	Additional support staff (paras/aides), Additional nursing staff, Additional social worker, Wildcat University, CKH Implementation & Sustainability Plan, XELLO & IPS Training, New Math Curriculum and Implementation Training, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress by revisiting our pre-covid focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028	
Mulvane High School	9-12	Attendance, Mental Health, Data Tracking, Safety/Facilities, Closing achievement gap enhanced by COVID	Additional support staff (paras/aides), Additional nursing staff, Additional social worker, CKH Implementation & Sustainability Plan, XELLO & IPS Training, New Math Curriculum and Implementation Training, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress by revisiting our pre-covid focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028	