

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

<b>District:</b>	<b>USD 263</b>	<b>Bldg #</b>	<b>Grades Served:</b>
<b>School:</b>	<b>Munson Primary</b>	<b>1992</b>	<b>Pre-K-2</b>
<b>Please consider the following questions as you complete the needs assessment for your building.</b>			
<b>SECTION 1: Student Needs</b>			<b>Notes</b>
a.	Student Headcount	471	K-2 374
b.	Percentage of students with an active IEP	26%	
c.	Percentage of students enrolled in English Language Learner (ELL) services	0.40%	2 students
d.	Percentage of students identified as At-Risk?	68	70%
e.	Pupil-Teacher Ratio Average	1 to 14	
f.	Pupil-Teacher Ratio Median	NA	
g.	Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h.	Are there gaps in student success among race/ethnicity student subgroups?	No	
i.	Is there a tiered system of support to target reading growth?	Yes	
j.	Is there a tiered system of support to target math growth?	Yes	
k.	Are there local assessments to measure reading growth?	Yes	FastBridge, Pathways, Diagnostic Assessments
l.	Are there local assessments to measure math growth?	Yes	FastBridge, iReady
m.	Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Tier Time, Small Group Instruction
n.	Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Focusing on FastBridge Assessments, Pathways, and iReady. Data analysis and review by departments/teams, Continued implementation of new math curriculum, Continued Structured Literacy Training, On-Going support from the MTSS Team, LETRS and Pathways training continued

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o.	Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Refocusing students, teachers, and families on the importance of assessments and intentional prep. District-wide implementation of student-level data trackers.
<b>SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)</b>			
			<b>Notes</b>
a.	How is social/emotional growth being measured?	SAEBRS, CKH lessons, morning meetings/SEL checks	
b.	What are the targets/goals related to social/emotional growth?	Implementation of Tier 1 SEL Curriculum, Targeted Tier 2 and 3 Support	
c.	How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	ASQ, Preschool screeners & assessments, TS Gold	
d.	What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	KSDE Star Recognition, Expectations/Goals	
e.	How are successes of Individual Plans of Study being measured?	Student Led Conferences, Student Led IEPs, Data Tracking	
f.	What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
g.	How are you ensuring students are civically engaged?	CKH lessons, school-wide service project	

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<b>SECTION 3: Curriculum Needs</b>			<b>Notes</b>
a.	What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Wildcat University	
b.	Are there appropriate and adequate instructional materials?	Yes	ELA Adoption Spring 25
c.	Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
<b>SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)</b>			<b>Notes</b>
b.	Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	NA
c.	Is every child in your school provided at least the following capacities?	Yes	
	1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
	2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
	3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
	4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
	5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
	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	
	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	

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<b>SECTION 5: Staff Needs</b>			<b>Notes</b>
a.	Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b.	How many classified support staff are currently employed?	28	Considered direct instructional support
c.	How many classified support staff are needed?	0	Have 10 para openings
d.	Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e.	Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f.	What staff development is necessary for teachers to support student success and meet the school improvement goals?	LETRS and Pathways Training, IPS, and student-led IEPs. Training on new math curriculum. Continued training on structured literacy. Continued CKH training. Data Talks	
<b>SECTION 6: Facility Needs</b>			<b>Notes</b>
a.	Is there adequate space for student learning?	Yes	
b.	Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	
c.	Are additional School Buses needed or any additional Routes needed?	No	
<b>SECTION 7: Family Needs/Community Relations</b>			<b>Notes</b>
a.	Do you have regular events to engage parents with teachers?	Yes	Open House, Fall and Spring PT conferences, PAT and Pre-K events
b.	What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Yes, but limited	Responsive Technology Department, Newsletters, Videos, Involved SRO, Parents as Teachers, Ready Rosie, Securly

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c.	Do you have an active Site Council?	Yes	
d.	Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e.	What types of communication exists with families? Is it adequate?	Class Dojo, Emails, Skyward Messaging, Social Media	
f.	What types of communication/social media exists with your community? Is it adequate?	Class Dojo, Emails, Skyward Messaging, Facebook	

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<b>SECTION 8: School Data</b>			<b>Notes</b>
a.	Building Attendance Rate	91.8%	Data from 21-22
b.	Building Chronic Absenteeism Rate	27.8%	Data from 21-22, 20-21: 11%
c.	District Chronic Absenteeism Rate	24.0%	In 20-21, district chronic absenteeism rate was 10.6%
d.	District Graduation Rate	96.2%	Data from 21-22
e.	District Dropout Rate	0.7%	Data from 21-22
<b>SECTION 8A: High School Needs (buildings with grades 10 through 12 only)</b>			<b>Notes</b>
	a. What is our building graduation rate	NA	
	b. What is our building dropout rate?	NA	
	c. What is our average comprehensive ACT score?	NA	
<b>SECTION 9: Other Data</b>			<b>Notes</b>
a.	Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Attendance, Mental Health, Data Tracking, Facilities/Safety, Closing achievement and behavior gap enhanced by COVID	
	1. Can these be achieved with additional resources?	Yes	
b.	Additional building unique items:		