

USD 263

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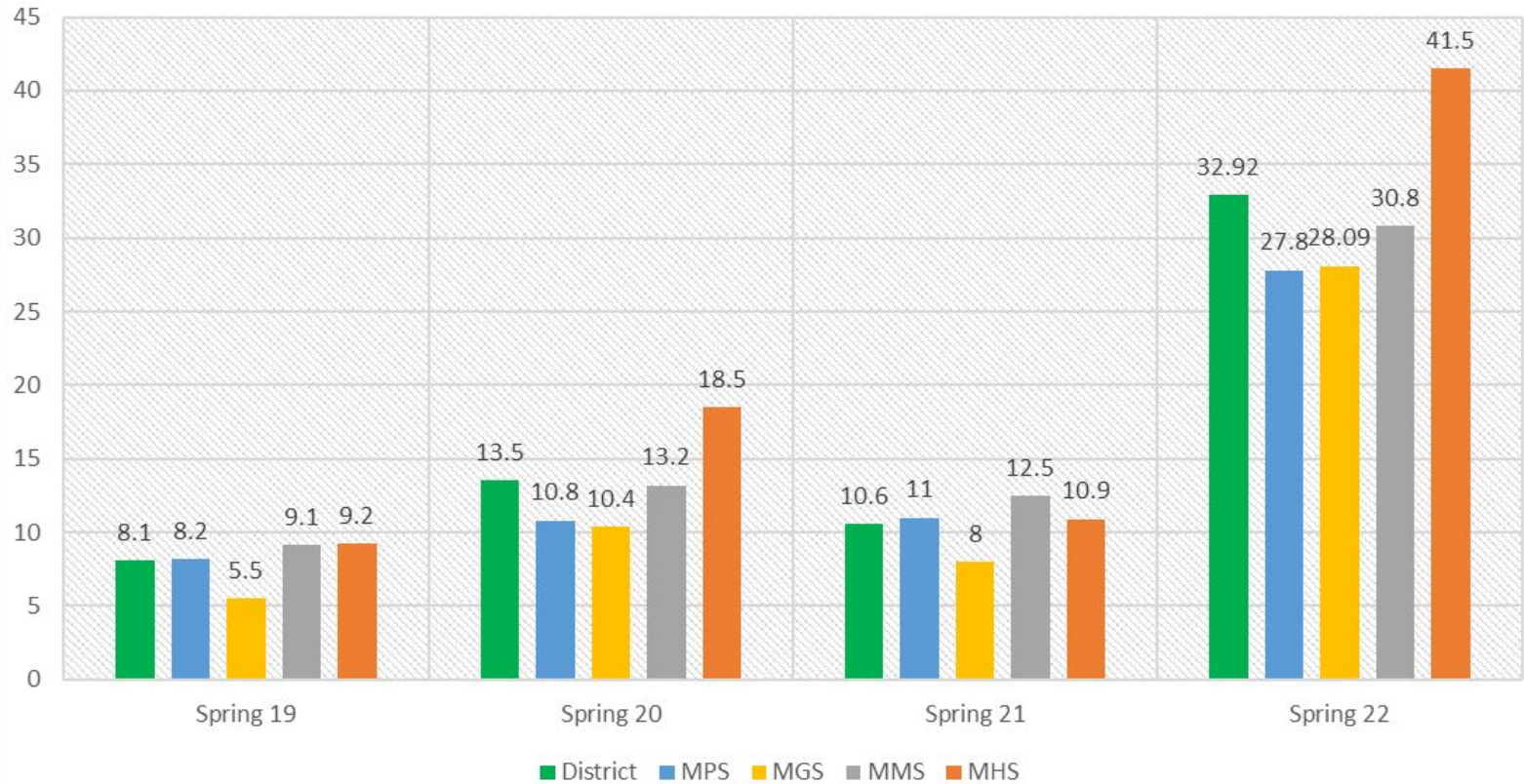
Building Needs Assessment & State Assessment Review

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

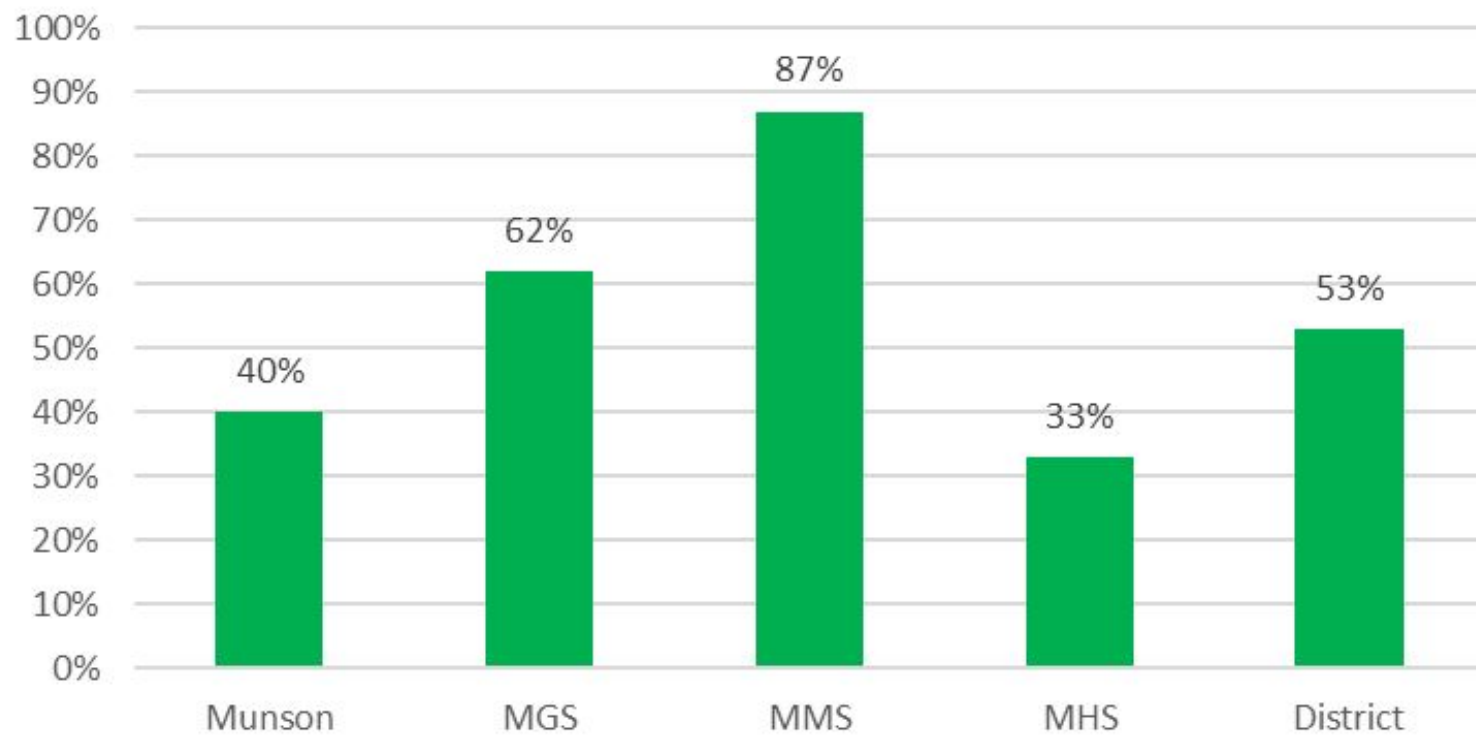
Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (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

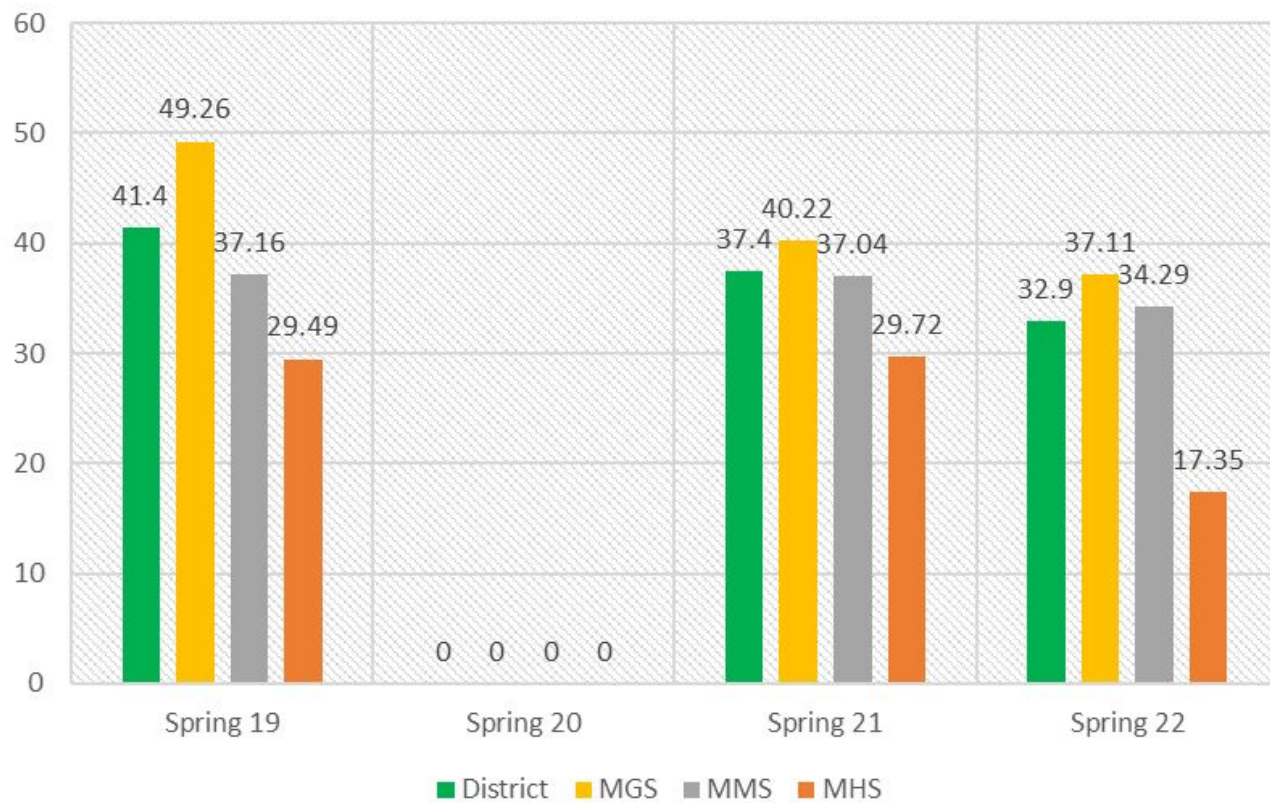
Percent of Students who are Chronically Absent



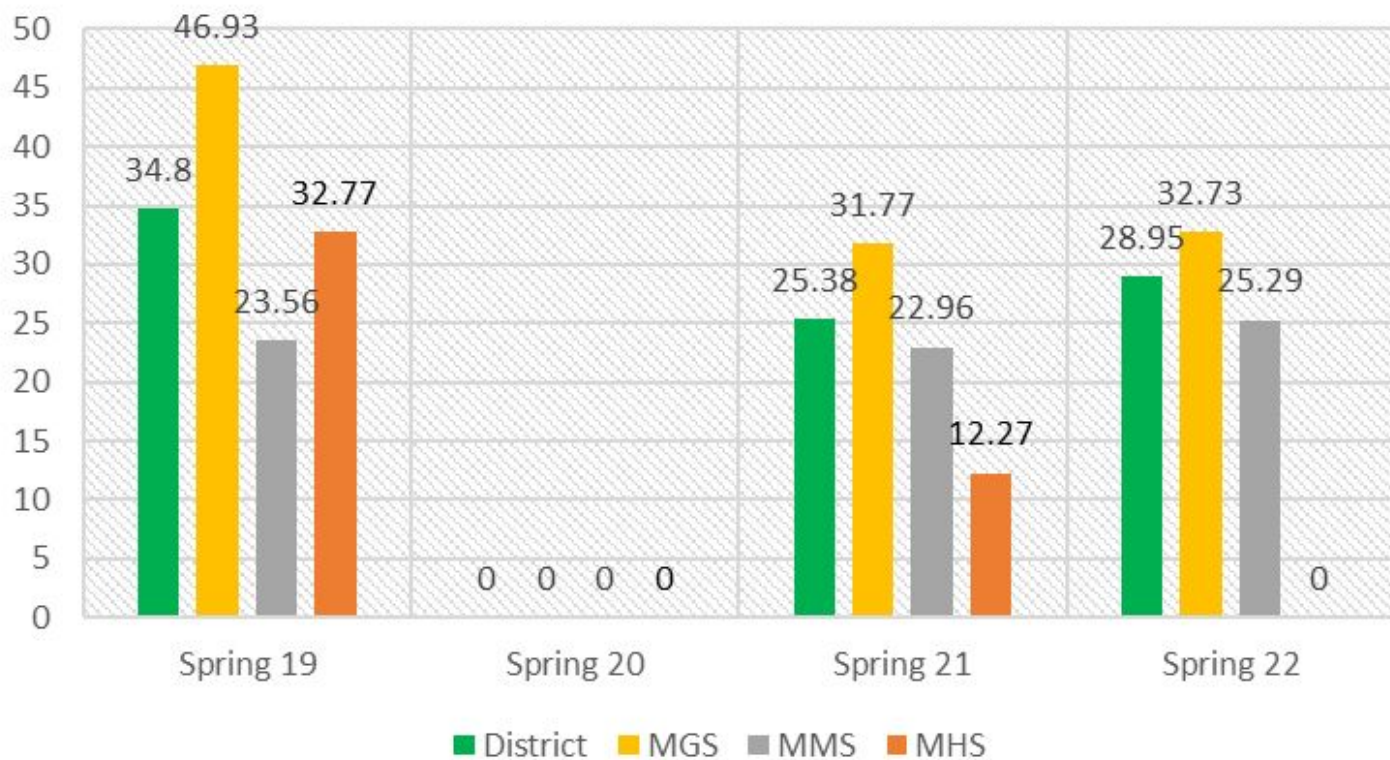
Percent of Students At-Risk 2021-2022



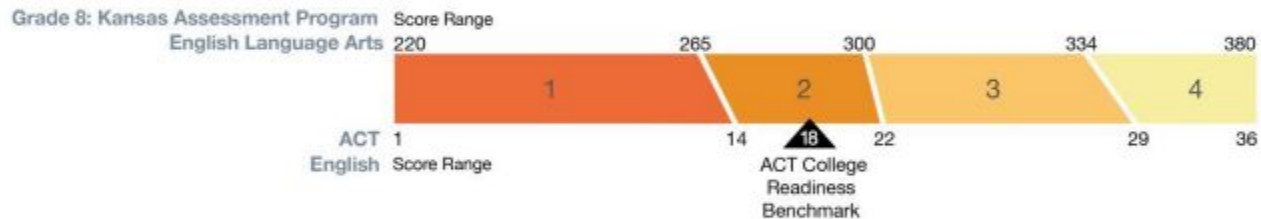
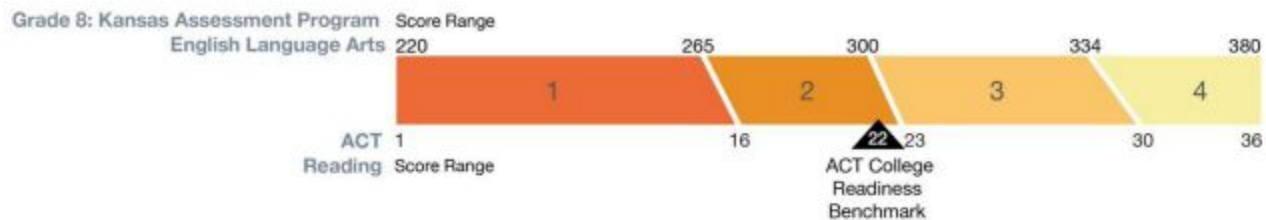
Percent of Students at Levels 3 & 4 on ELA State Assessment



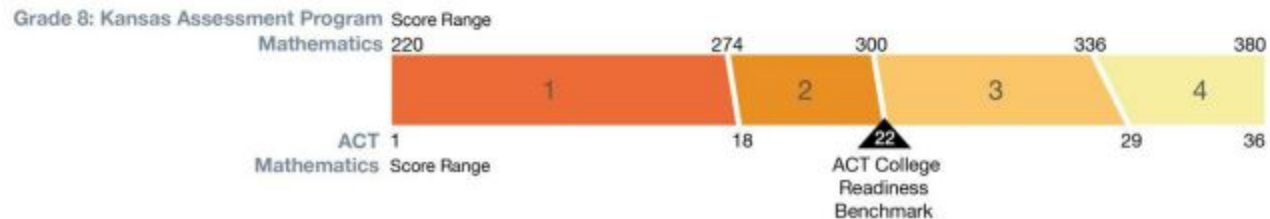
Percent of Students at Levels 3 & 4 on Math State Assessment



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



Grade 8 KAP Math Assessment – ACT Math



2020-2021 State Assessments Review for 2022-2023 Budget Considerations

Mulvane School District

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve
Munson Primary	Pre-K-2	Mental Health, Routine Attendance, Closing achievement gap enhanced by COVID, Safety/Facility Needs	Lower class size with additional staff, 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, 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 Grade School	3-5	Mental Health, Routine Attendance, Closing achievement gap enhanced by COVID, Safety/Facility Needs	Additional support staff (paras/aides), Additional nursing staff, Additional social worker, Wildcat University, Implementation & Sustainability Training, LETRS and Pathways Training and Implementation Materials, 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 Middle School	6-8	Mental Health, Routine Attendance, Closing achievement gap enhanced by COVID, Safety/Facility Needs	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	Mental Health, Routine Attendance, Closing achievement gap enhanced by COVID, Safety/Facility Needs	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