

2024-2025 State Assessments Review for 2025-2026 Budget Considerations

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|--|---|---|--|
| District: | USD 263 | Bldg # | Grades Served: |
| School: | Mulvane Middle School | 1997 | 6-8 |
| Please consider the following questions as you complete the needs assessment for your building. | | | |
| SECTION 1: Student Needs | | | Notes |
| a. | Student Headcount | 411 | *September 20 Count Enrollment |
| b. | Percentage of students with an active IEP | 15.33% | *September 20 Count Enrollment |
| c. | Percentage of students enrolled in English Language Learner (ELL) services | 1.0% | *September 20 Count Enrollment |
| d. | Percentage of students identified as At-Risk? | 63.2% | *May 2025 |
| e. | Pupil-Teacher Ratio Average | 11 to 1 | *September 20 Count Enrollment |
| 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 |
| 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 | WINN Time, Morning Advisory |
| n. | Reviewing state assessment data, what steps are you taking for all students to maximize their scores? | Dedicated walk to interventions/tiered supports/enrichment (WINN Time), Morning Advisory, | Data analysis and review by departments/teams, On going Implementation of math curriculum, Implementing new ELA curriculum Fall 2025 Continued Structured Literacy Training, On-Going support from the MTSS Team Tiered course work 4 days per week in both math and reading. Students use IXL and iReady individualized course work 3 times per week to target deficiencies, offer growth, and enrichment |

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| o. | Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? | Yes | Tiered course work 4 days per week in both math and reading, including enrichment. Refocusing students, teachers, and families on the importance of state assessments and intentional prep. District-wide implementation of student-level data trackers. |
| SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics) | | | |
| | | | Notes |
| a. | How is social/emotional growth being measured? | SAEBRS, GEI process, Advisory SEL Check, SEL lessons, daily mood checks, KCTC Survey | |
| b. | What are the targets/goals related to social/emotional growth? | Implementation of Tier 1 SEL Curriculum, Targeted Tier 2 and 3 Support, SAEBRS scores maintained or increased, social skills lunch groups | |
| c. | How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners) | NA | |
| d. | What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners) | NA | |
| e. | How are successes of Individual Plans of Study being measured? | Student Led Conference Participation, Xello Completion | |
| f. | What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12) | | IPS Alignment has been completed and implementation is underway. |
| g. | How are you ensuring students are civically engaged? | Through Class and Club Student Community Service Activities | |

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| SECTION 3: Curriculum Needs | | | Notes |
| a. | What extended learning opportunities are provided (after school programs, summer school programs, etc.)? | HCP (Homework Completion Program) | Student that that are missing assignments stay after school to complete and turn in any missing assignments |
| b. | Are there appropriate and adequate instructional materials? | Yes | |
| c. | Is current technology appropriate? If no, what technology is needed to support the curriculum? | Yes | Facilities have been evaluated through Master Facility Plan to address student needs. Limitations due to age or building. |
| SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218) | | | Notes |
| 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) | | 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 | |

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| | 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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| SECTION 5: Staff Needs | | | Notes |
| 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? | 10 paras | Considered direct instructional support |
| c. | How many classified support staff are needed? | No additional are needed | |
| 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? | Training in Student-led conferences, IPS, and IEPs. Continued training on math curriculum. Continued training on structured literacy. Continued CKH training. Training on district-wide data tracker and how to plan for instruction based on findings. | |
| SECTION 6: Facility Needs | | | Notes |
| a. | Is there adequate space for student learning? | Yes | *Adequate space but needs updates |
| b. | Are there necessary repairs and/or adjustment to the existing space that need to be made? | Yes | Concerns with aging building systems: HVAC, etc. |
| c. | Are additional School Buses needed or any additional Routes needed? | No | |
| SECTION 7: Family Needs/Community Relations | | | Notes |
| a. | Do you have regular events to engage parents with teachers? | Yes | Open House, Fall and Spring PT conferences |
| 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, 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? | No | |
| e. | What types of communication exists with families? Is it adequate? | Weekly Updates, Skyward Messaging, Social Media | |
| f. | What types of communication/social media exists with your community? Is it adequate? | Facebook, Instagram, Email, Website | |

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| SECTION 8: School Data | | | Notes |
| a. | Building Attendance Rate | 93.9 | 24-25 |
| b. | Building Chronic Absenteeism Rate | 15.7% | 24-25 |
| c. | District Chronic Absenteeism Rate | 16.59% | 24-25 |
| d. | District Graduation Rate | 98.6%% | Data from 23-24 |
| e. | District Dropout Rate | 0.0% | Data from 23-24 |
| SECTION 8A: High School Needs (buildings with grades 10 through 12 only) | | | Notes |
| | 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 | |
| SECTION 9: Other Data | | | Notes |
| a. | Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues? | Mental Health, Data Tracking, attendance, Closing achievement and behavior gap enhanced, Safety/Facilities | |
| | 1. Can these be achieved with additional resources? | Yes | |
| b. | Additional building unique items: | | |
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