



Mulvane Public Schools

*Empowering Beyond Graduation*



USD 263



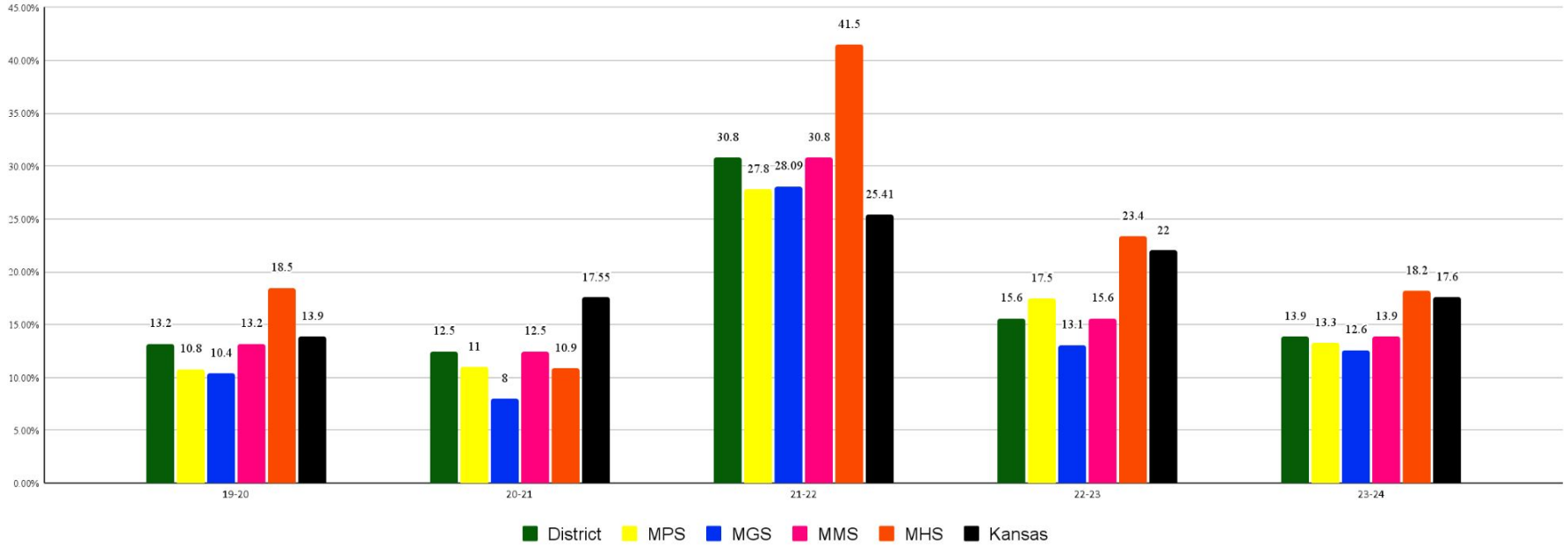
Building Needs Assessment & State Assessment Review

## **2023-2024 State Assessments Review for 2024-2025 Budget Considerations**

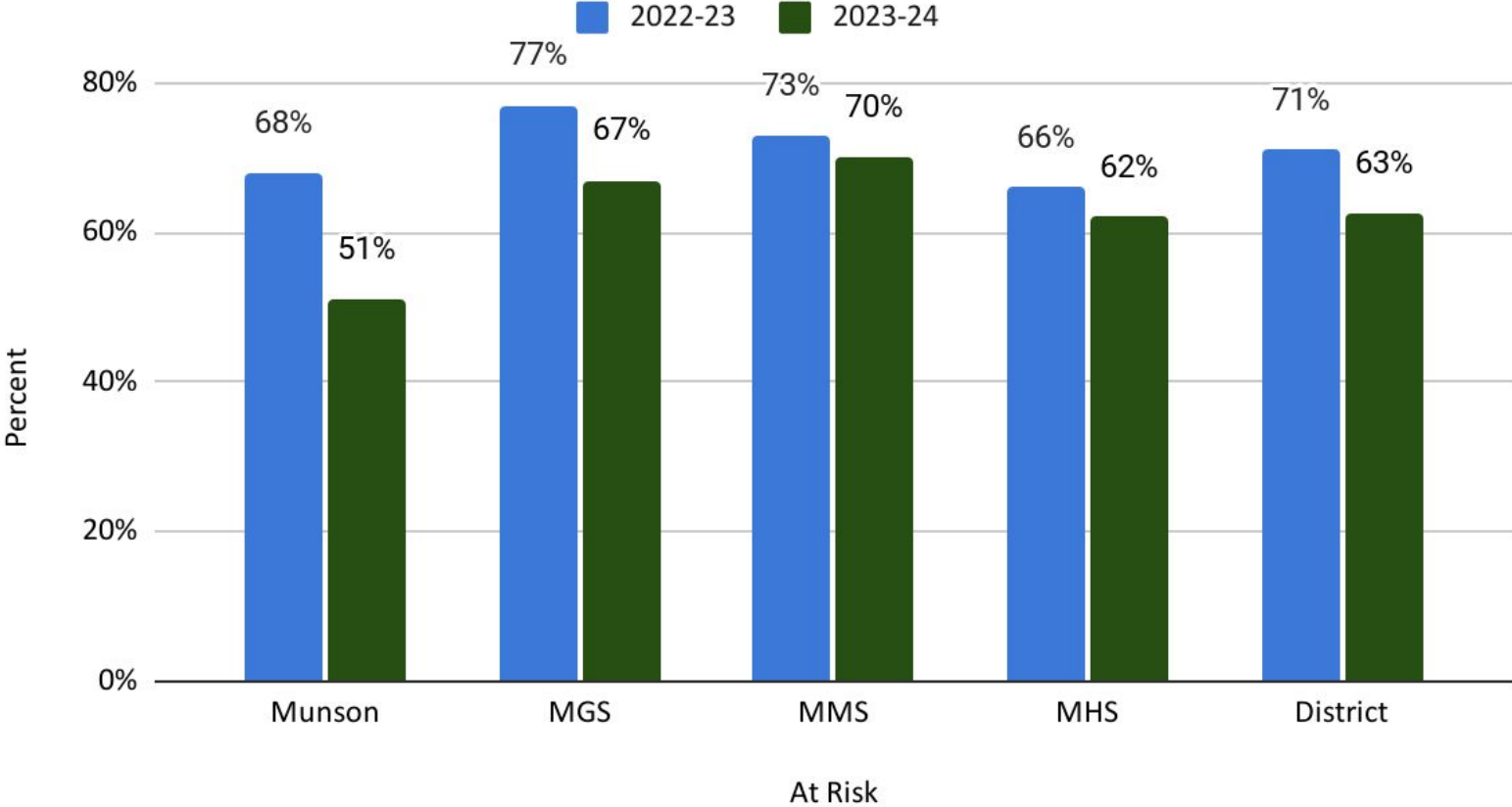
Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (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

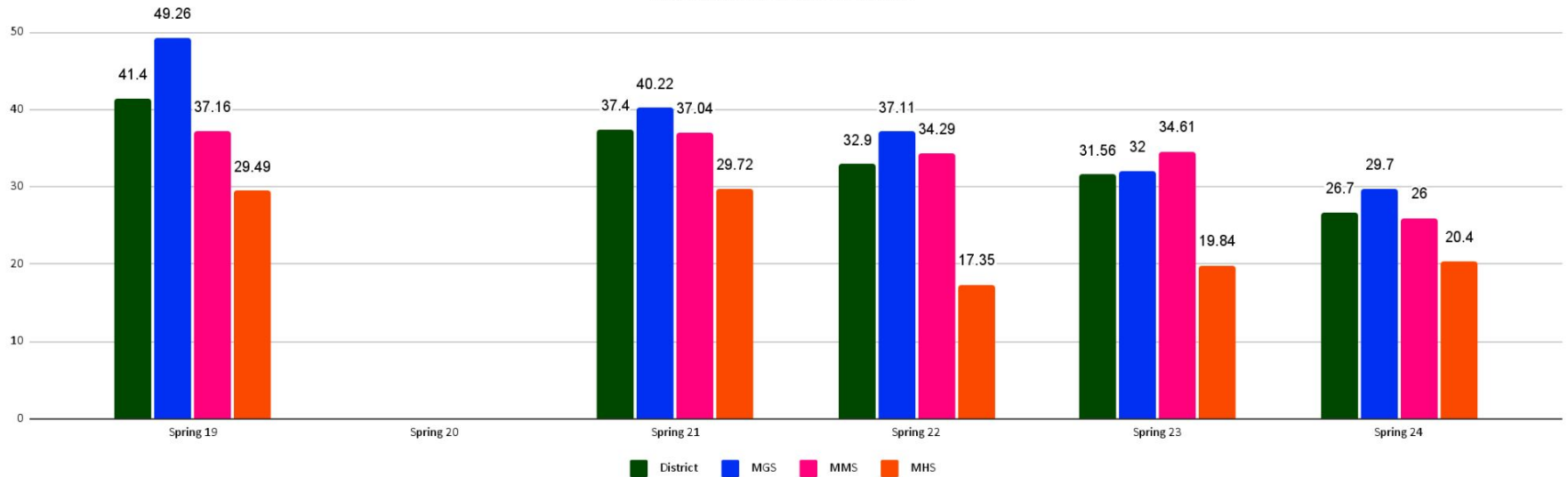
### Percent of Students who are Chronically Absent



# Percent of Students At Risk

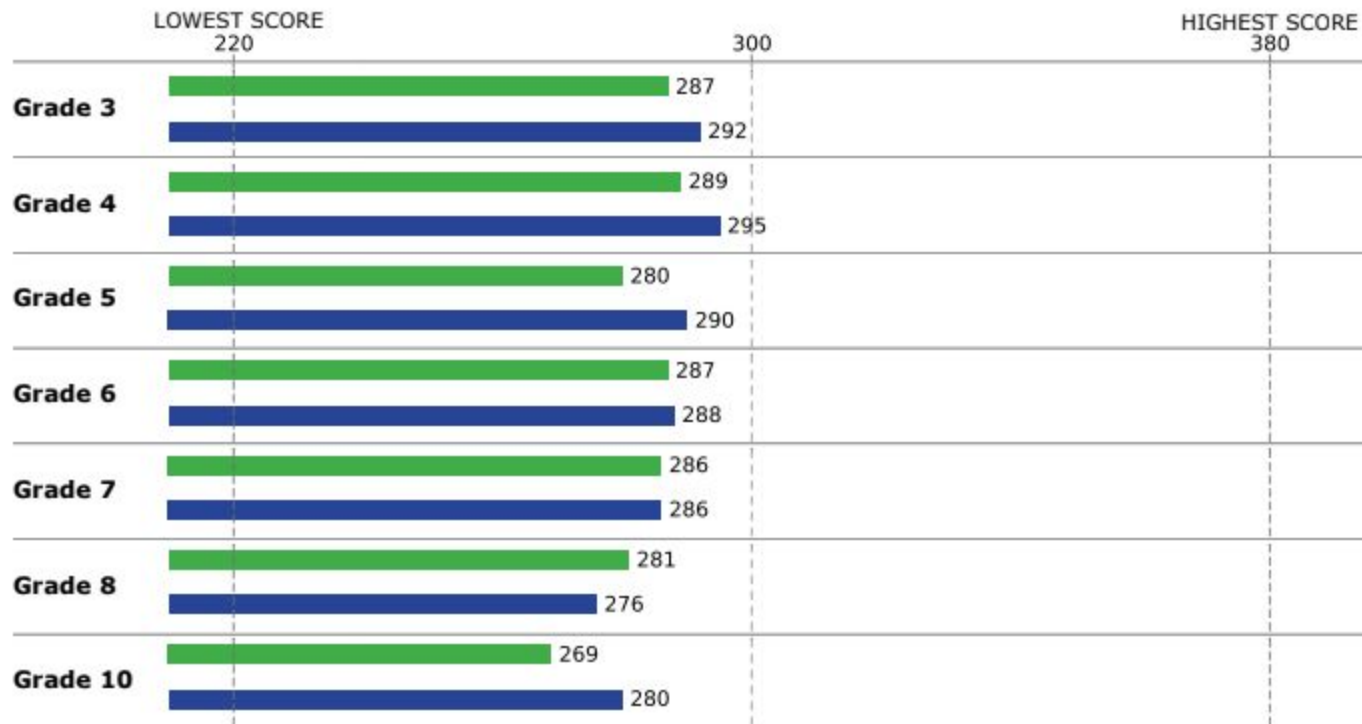


### Percent of Students at Levels 3 & 4 on ELA State Assessment



## Median District and State Performance

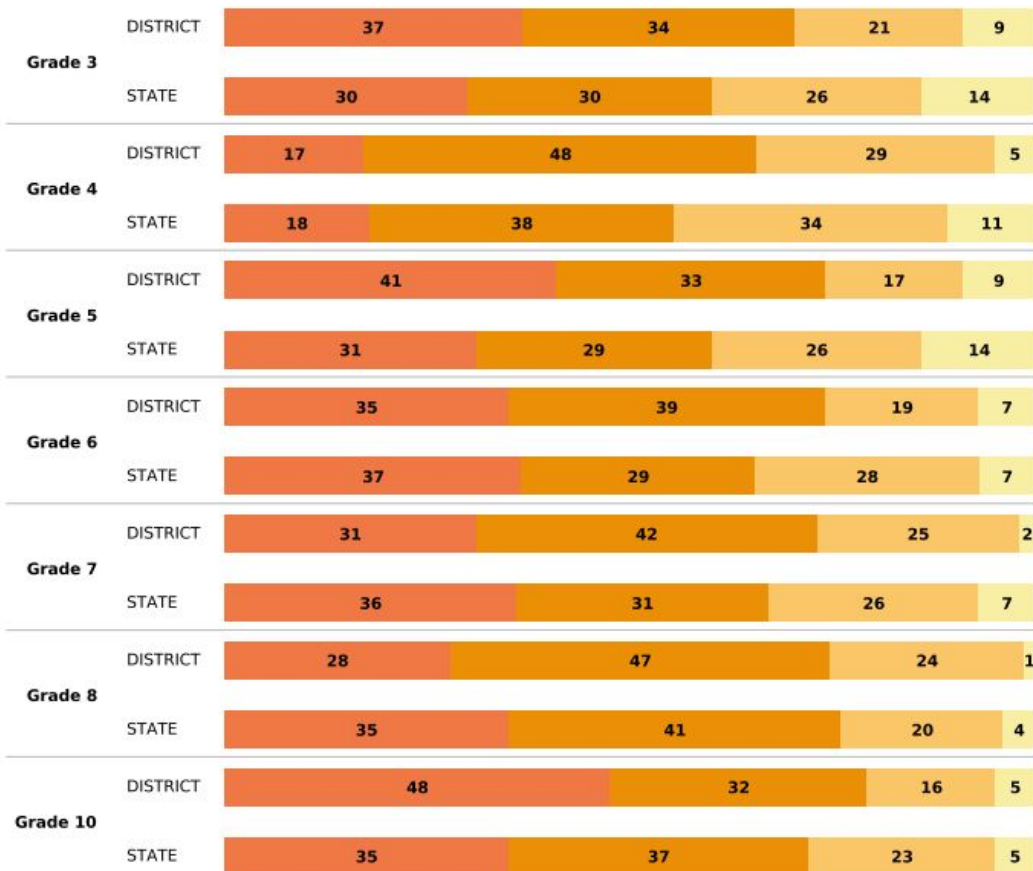
■ DISTRICT ■ STATE



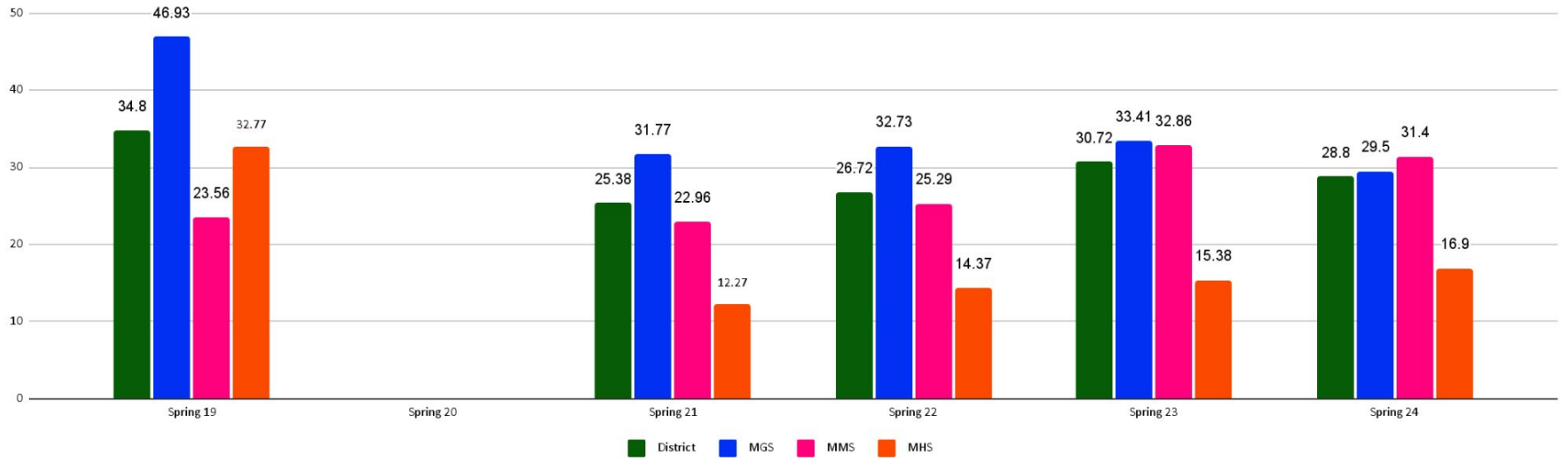
## Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.



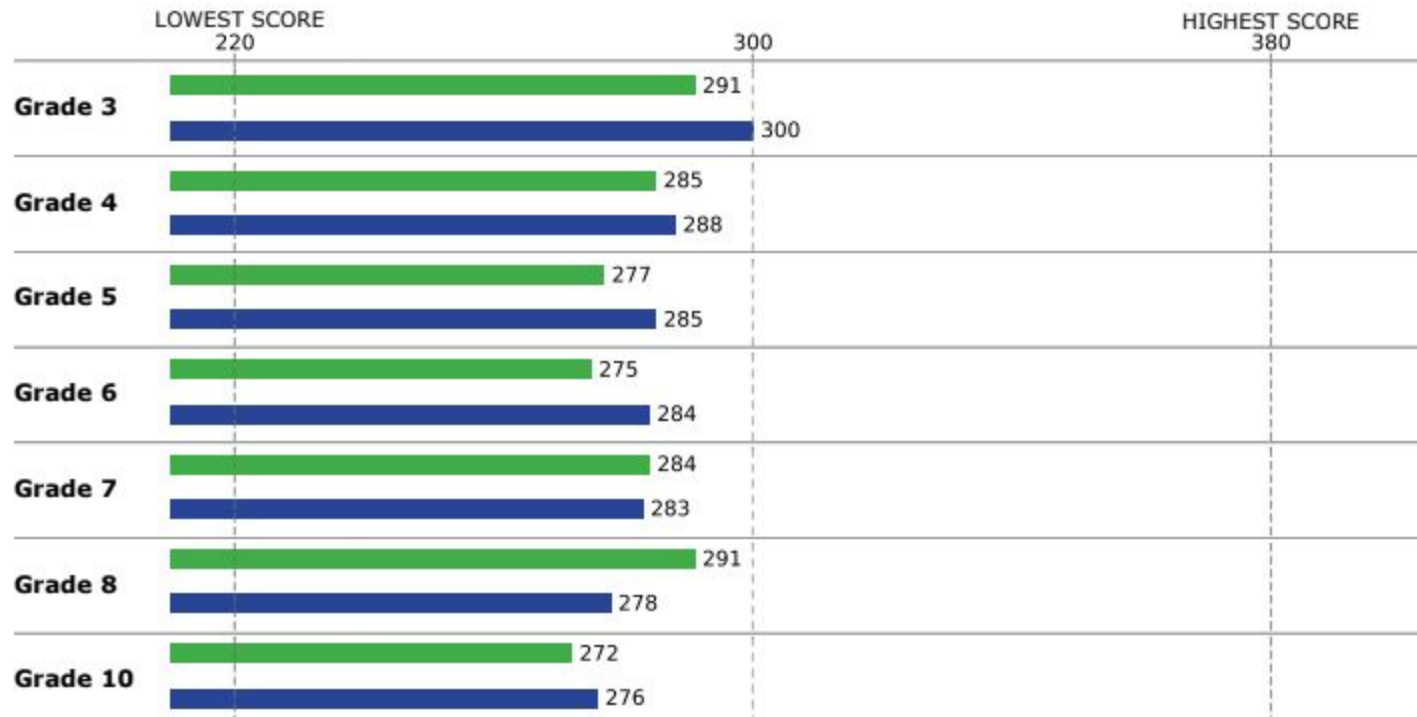
### Percent of Students at Levels 3 & 4 on Math State Assessment





## Median District and State Performance

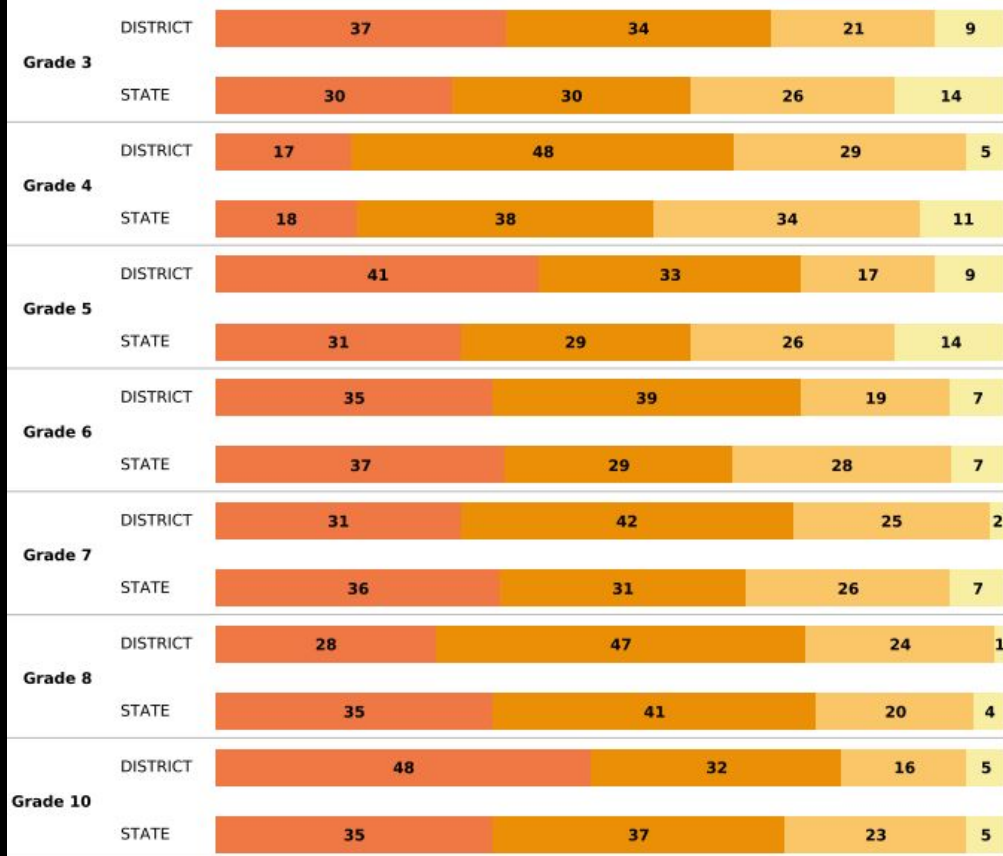
■ DISTRICT ■ STATE



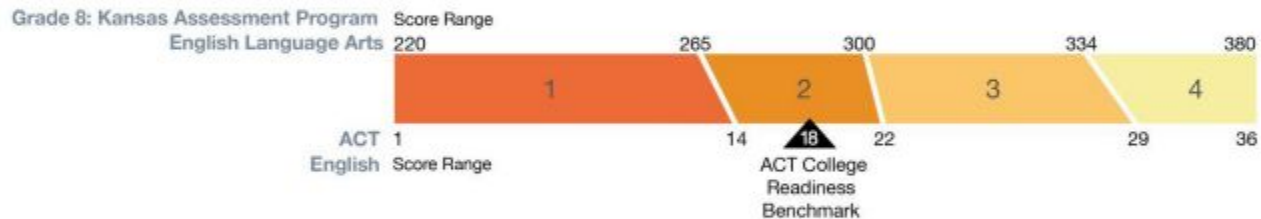
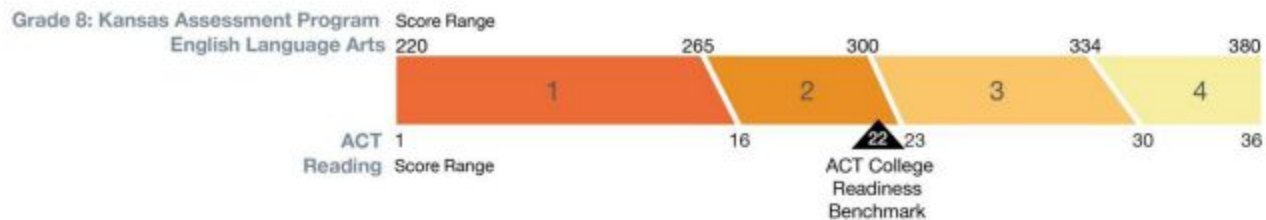
## Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

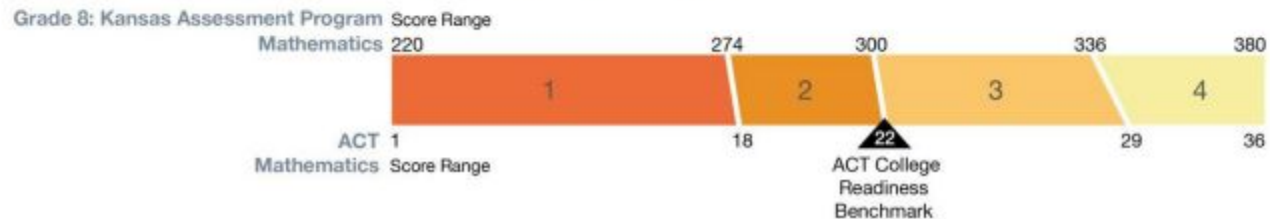
Percentages may not add to 100% because of rounding.



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



## Grade 8 KAP Math Assessment – ACT Math



# Munson Primary School

- Tiered Support Facilitator and Reading Interventionist
- Schedule adjusted to create Tier Time(WINN) across the grade levels.
- 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

- Implemented a master schedule to increase instructional time and minimize transitional time
- Master schedule includes literacy block that aligns with LETRS research and provides appropriate word recognition block, comprehension block, and writing block

## WINN

- 30 minute literacy WINN and 20 minute reading and conferencing back to back 4 day a week
- 30 minute math WINN 4 days a week

## 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 regarding progress.

## Neurosequential Model of Education

- Staff will be trained in the Neurosequential Model in Education. This model will educate staff on the neurosequential development and then teach them how to apply this knowledge to their teaching and in the learning process.
- Align this model to enhance our CKH practices.

# Mulvane Middle School

## WINN

- All students will receive Tier 2 and/or 3 supports in both math and reading
- Tier 1 students will receive career exploration and enrichment opportunities
- Tier interventions 4 days per week
- Moved Tier Support courses to end of the day
- All students will complete U-PAR (how students best comprehend text)

## School Administration coordinate all testing

- Administration will review results with teachers/teams
- Teachers will review results with students (shared with parents)

## IXL & iReady

- Individualized course work 3 days per week
- Focus on academic deficiencies or enrichment (self-paced)

# Mulvane High School

## Tiered ELA classes

- Targeted intervention in both 9th and 10th grade
- ELA textbook adoption / supplemental materials for tiered students

## Math Classes

- Support for students in math with adaptive/tiered classes
- iReady curriculum for Pre-Algebra and adaptive math
- Restructure how math state assessments are administered

## Support Classes

- Hourly study skills intervention classes for students in need
- Continued support using co-teachers in math, ELA, and biology

## 2023-2024 State Assessments Review for 2024-2025 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.

	Jeff Ellis				
	<b>Board President</b>				<b>Date</b>
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, Closing achievement gap, Safety/Facilities	Additional support staff (paras/aides), Additional nursing staff, Additional special education teacher, 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 with a 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, Safety/Facilities	Additional support staff (paras/aides), Continued partnership with counselor and social worker, sustain CKH implementation, Implementation & Sustainability of LETRS and Pathways Training and Materials, iReady Math Curriculum and Implementation Training sustained, Continued Curriculum Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction, train staff in Neurosequential Model of Education	Yearly Progress with a focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028	
Mulvane Middle School	6-8	Attendance, Mental Health, Data Tracking, Closing achievement and behavior gaps, Safety/Facilities	Additional support staff (paras/aides), Dedicated social worker, CKH Implementation & Sustainability Plan, XELLO & IPS Training, Continued iReady Math Curriculum Implementation and Training, Continued Curriculum Adoption Plan, Continued Training for Veteran and New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress with a 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, Continue closing gaps in student performance in Reading and Math	Additional support staff (paras/aides), Continued parentship with social worker and counselors, CKH Implementation & Sustainability Plan, XELLO & IPS Training, Continued iReady Curriculum and Implementation Training, Continued Curriculum ELA Adoption Plan, Continued Training for New Staff, On-going support and resources for eWalkthrough and High Impact Instruction	Yearly Progress with a focus on high impact instruction, 75% of students achieving Levels of 3 & 4 by 2028	