



Mulvane Public Schools

Empowering Beyond Graduation



USD 263



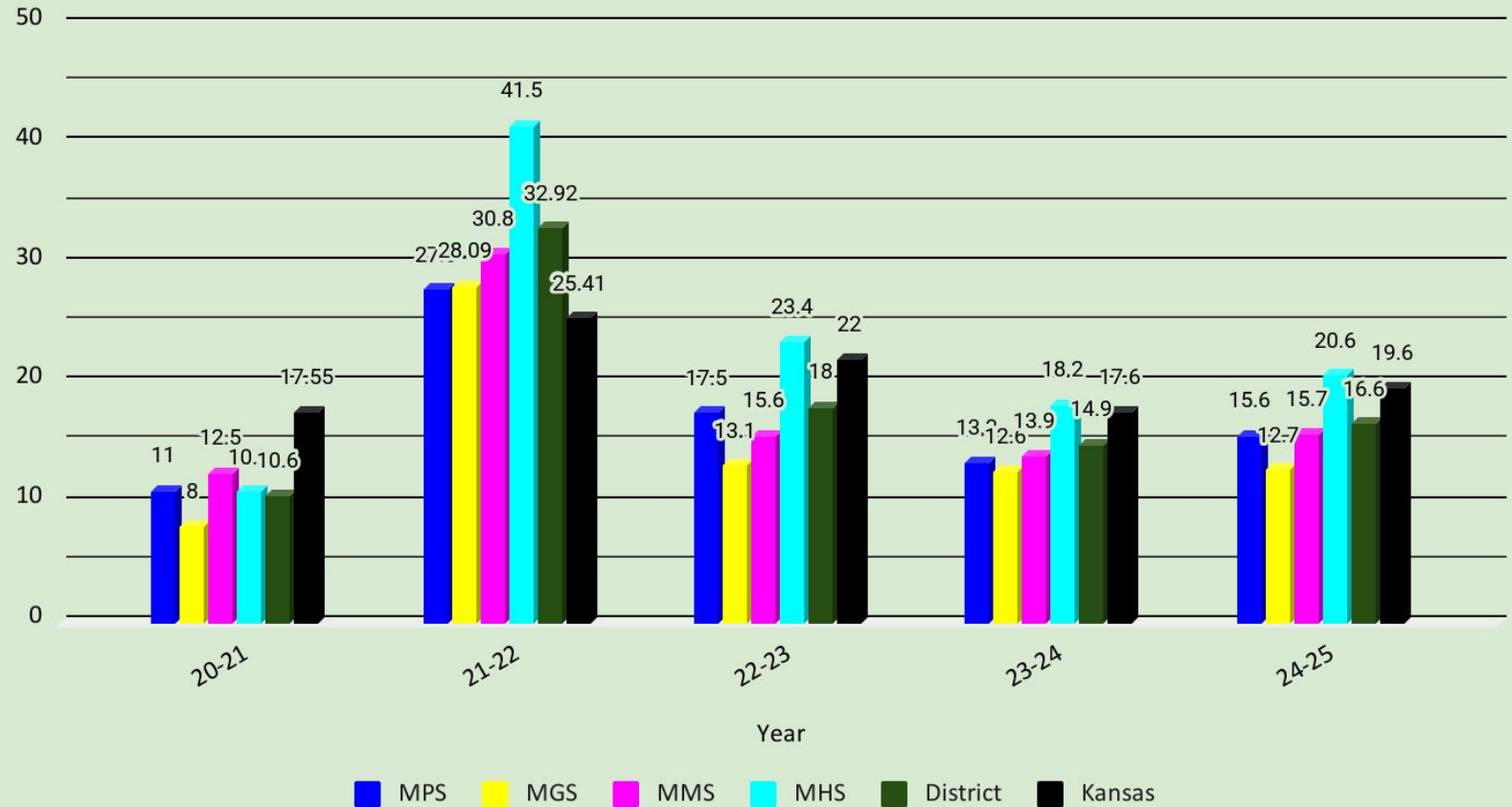
Building Needs Assessment & State Assessment Review

2024-2025 Review for 2025-2026 Budget Considerations

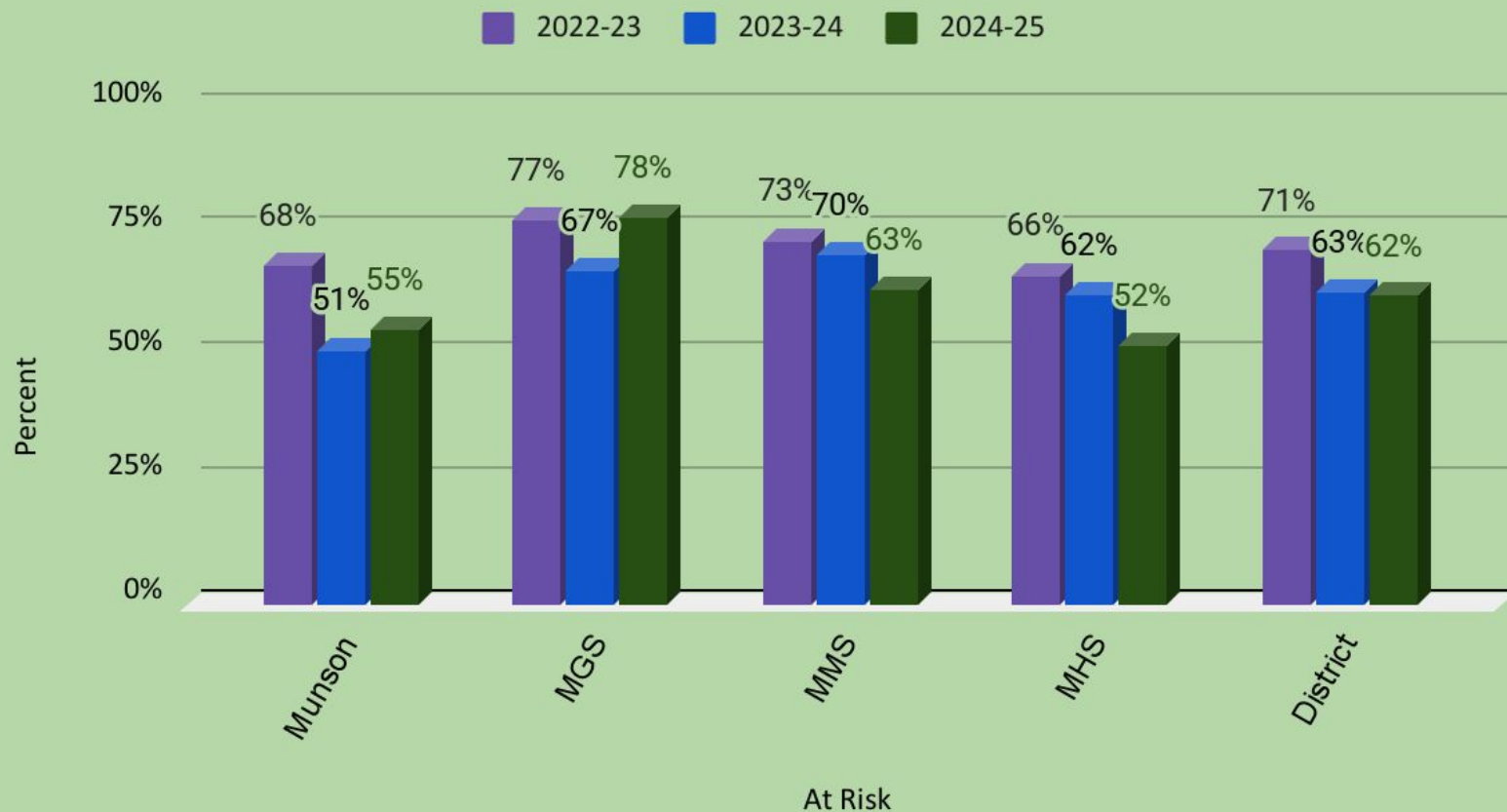
Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (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 Student Chronically Absent



Percent of Students At Risk

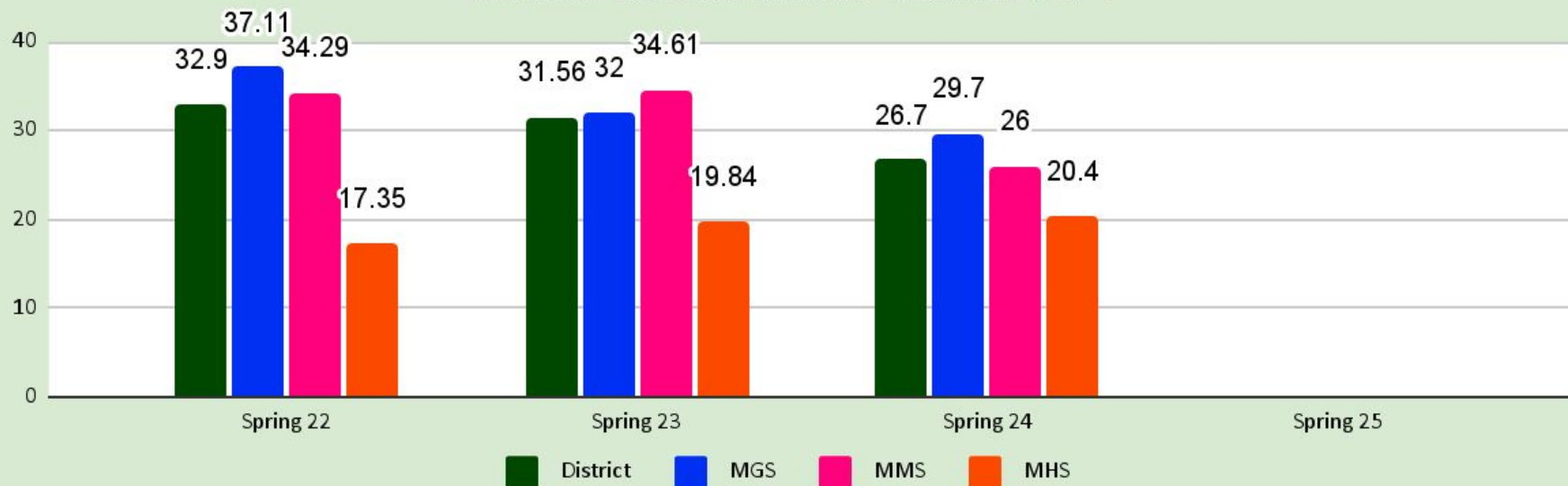


2023-2024 State Assessments Review for 2025-2026 Budget Considerations

24-25 Test Results will not be released till later this upcoming school year...we are using data from 23-24 SY

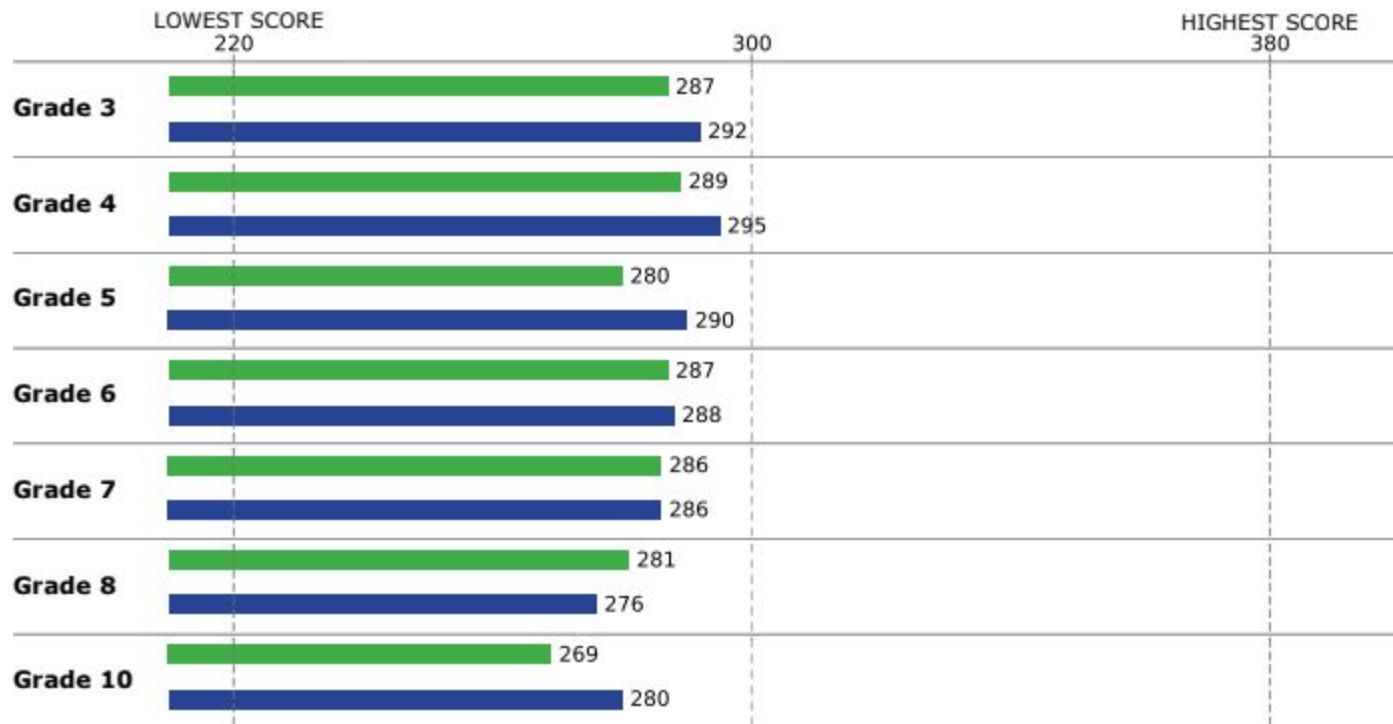
- 24-25 KAP Assessment Action Steps:
 - Increased Interim Participation
 - Utilized Mini-Assessments
 - Intentional Focused Communication Students
 - Emphasis on Testing Environments to elevate importance of best performance on test

Percent of Students at Levels 3 & 4



Median District and State Performance

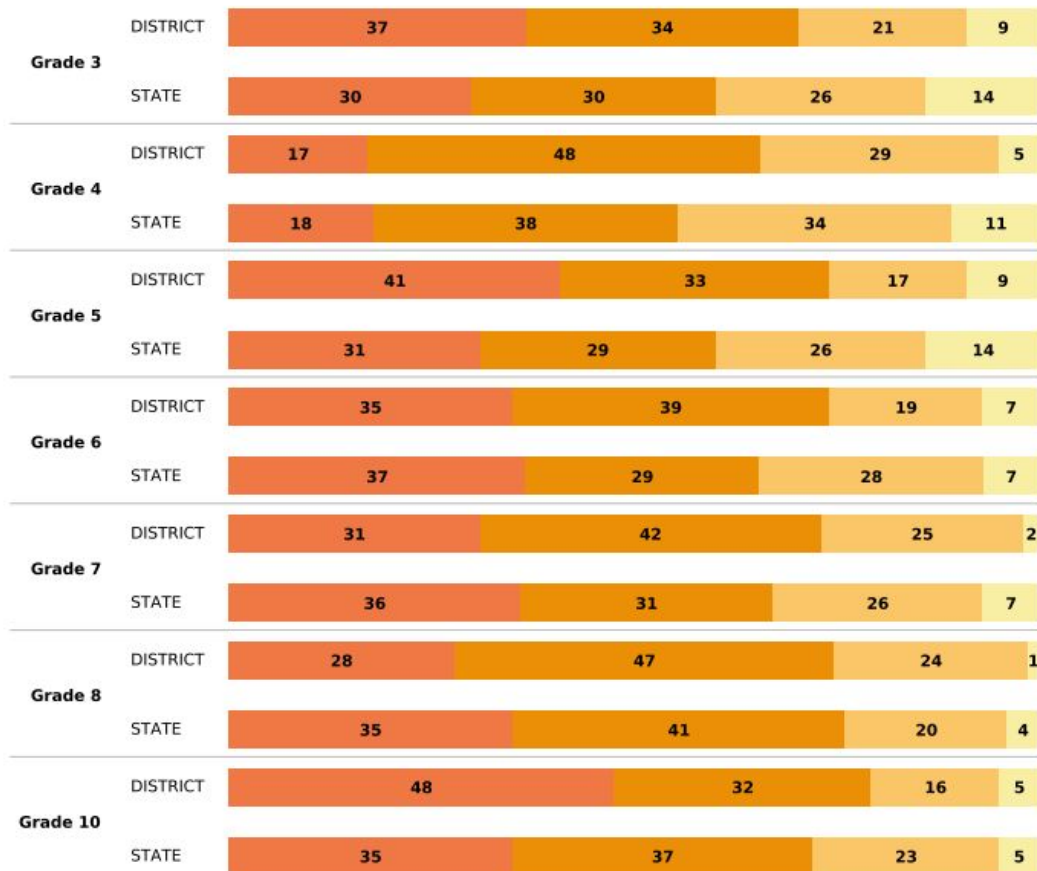
■ DISTRICT ■ STATE



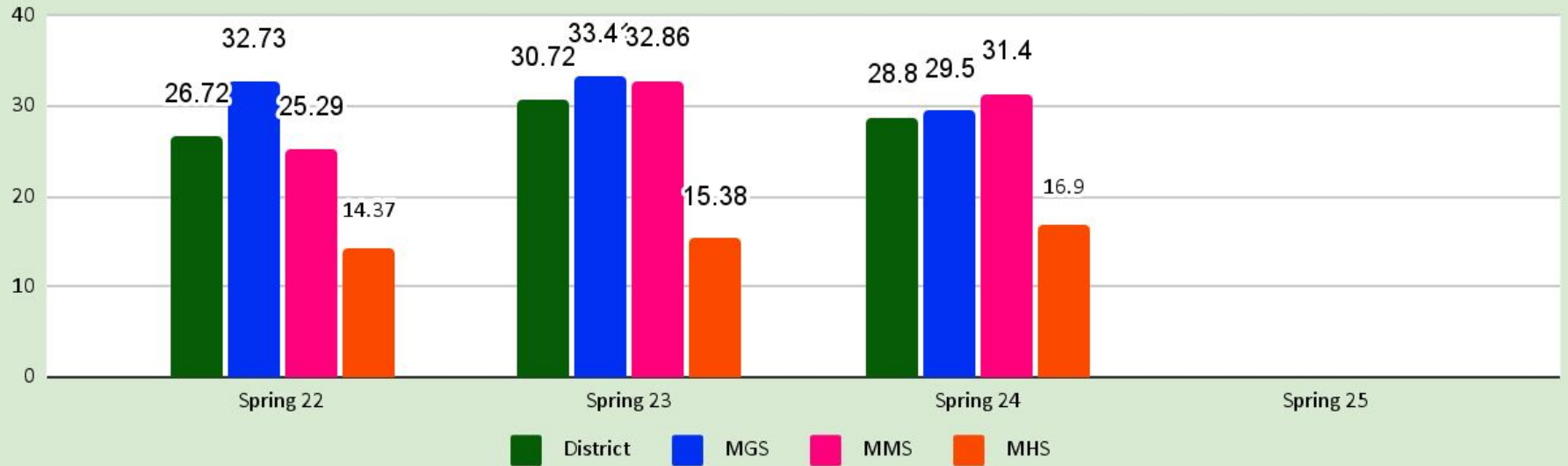
Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.

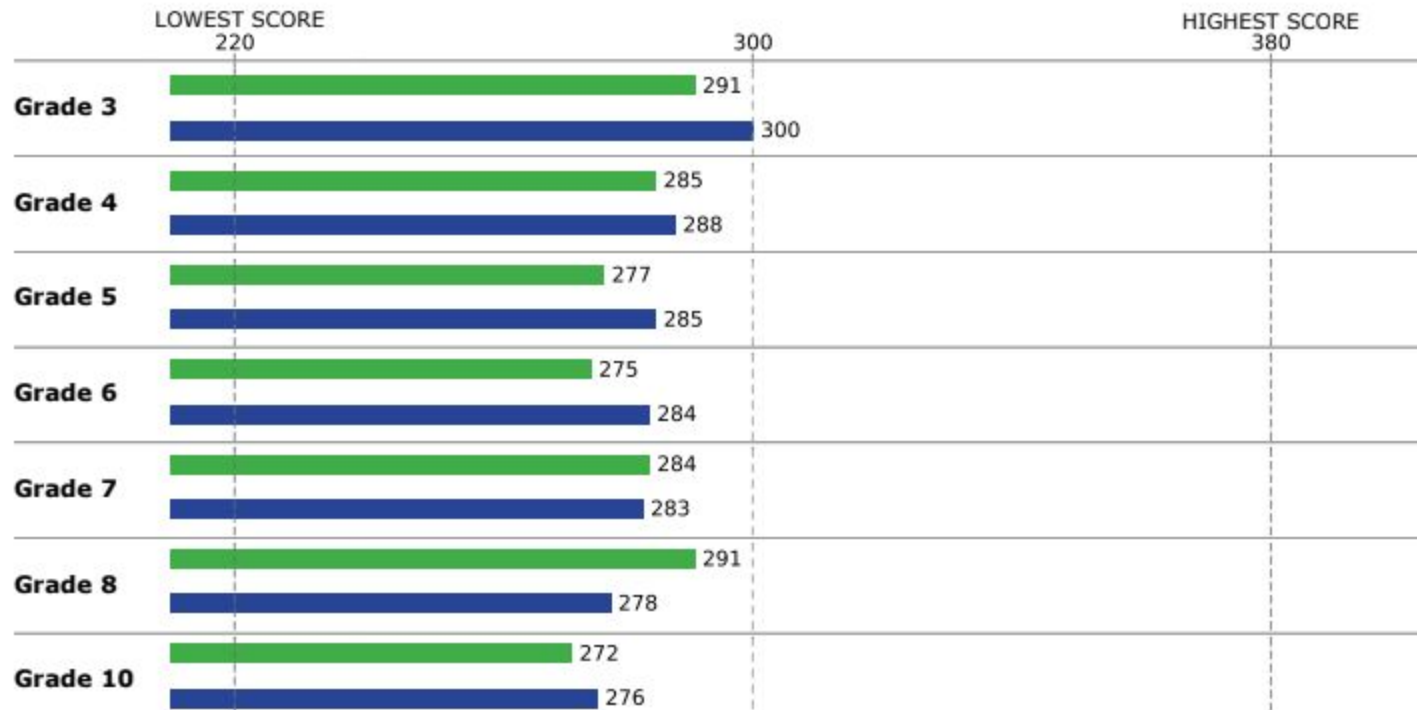


Percent of Students at Levels 3 & 4



Median District and State Performance

■ DISTRICT ■ STATE

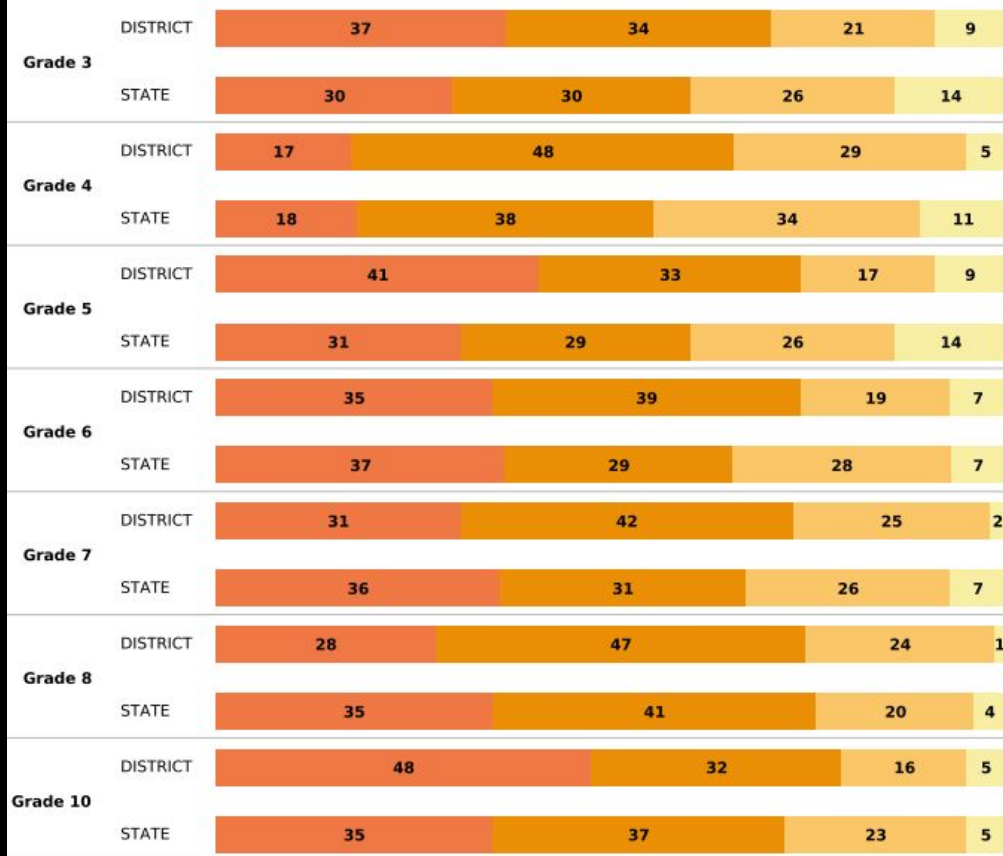


MATH

Percentage of Students in Each Performance Level, by Grade

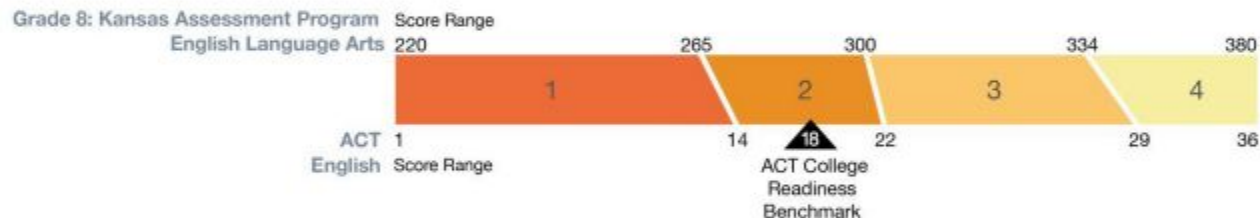
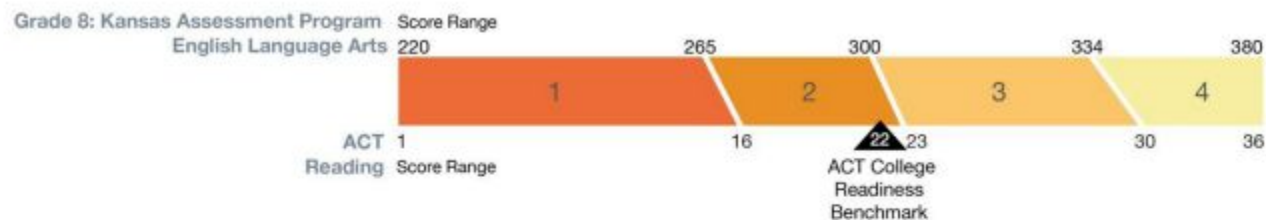
Level 1 Level 2 Level 3 Level 4

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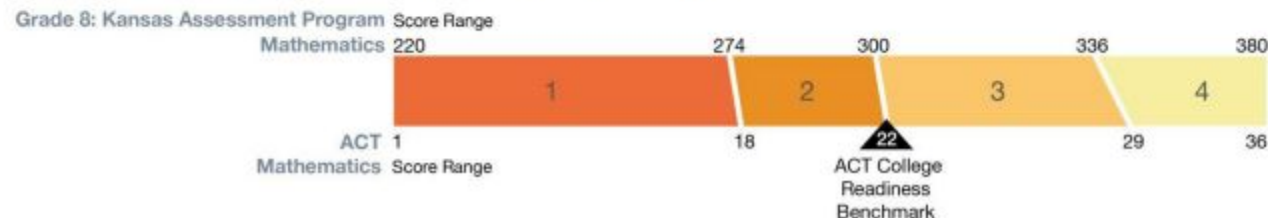


MATH

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

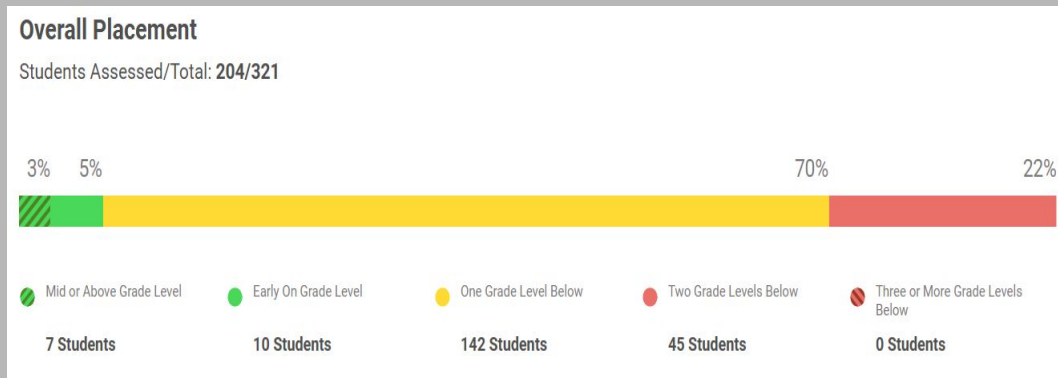


Grade 8 KAP Math Assessment – ACT Math

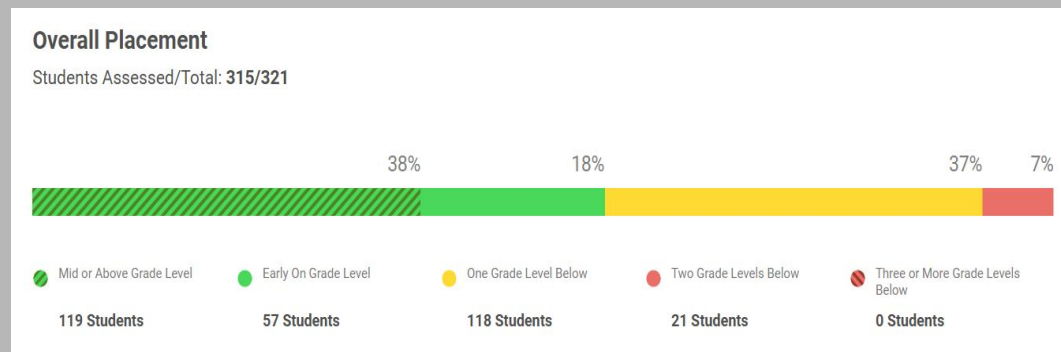


MPS Math iReady Data

Fall Diagnostic



Spring Diagnostic



Fall

8% Mid or Above
& Early on Grade
Level

70% One Grade
Level Below

22% 2-3 Grade
Level Below

Spring

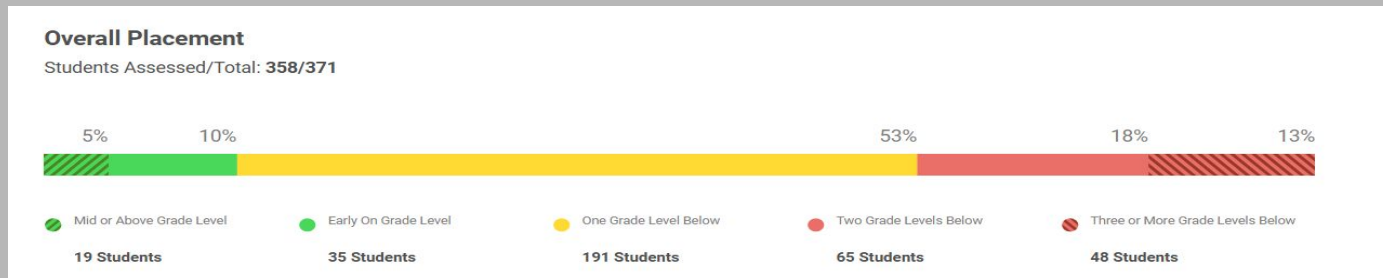
56% Mid or Above
& Early on Grade
Level

37% One Grade
Level Below

7% 2-3 Grade
Level Below

MGS Math iReady Data

Fall Diagnostic



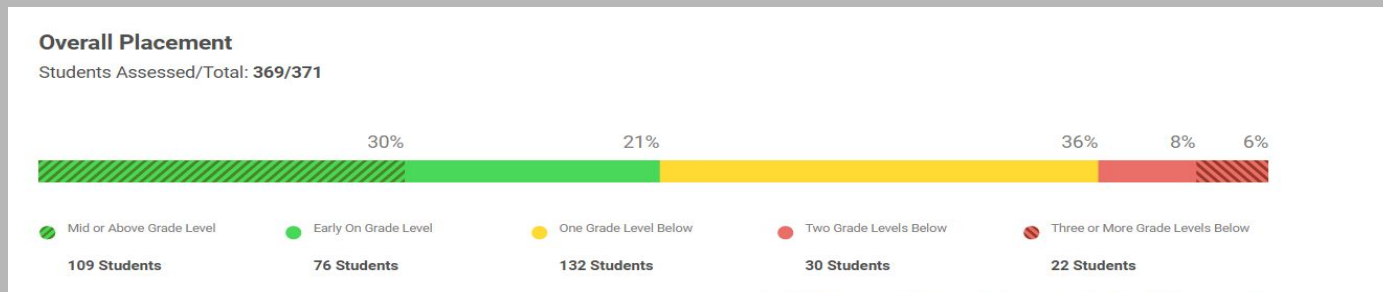
Fall

15% Mid or Above
& Early on Grade
Level

53% One Grade
Level Below

32% 2-3 Grade
Level Below

Spring Diagnostic



Spring

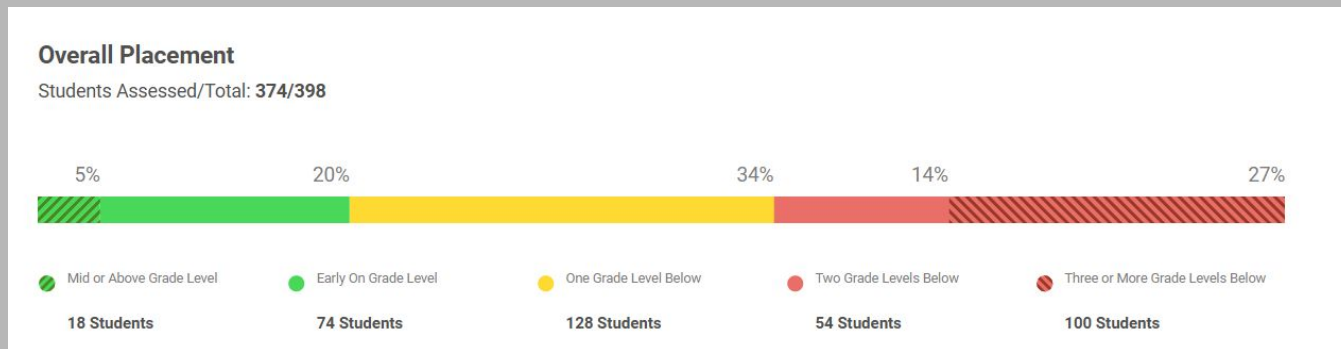
51% Mid or Above
& Early on Grade
Level

36% One Grade
Level Below

14% 2-3 Grade
Level Below

MMS Math iReady Data

Fall Diagnostic



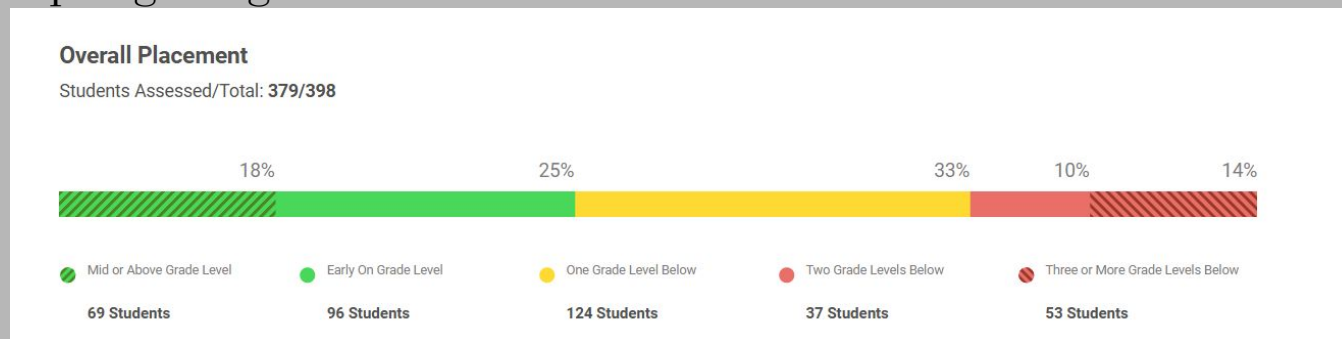
Fall

25% Mid or Above
& Early on Grade
Level

34% One Grade
Level Below

41% 2-3 Grade
Level Below

Spring Diagnostic



Spring

43% Mid or Above
& Early on Grade
Level

33% One Grade
Level Below

24% 2-3 Grade
Level Below

Munson Primary School

- Tiered Support Facilitator and Reading Interventionist
- Tier Time(WINN) across the grade levels.
- Regular Personal Learning Communities (PLC's) to facilitate the maximum effectiveness of whole group and small group instruction by reviewing data and creating targeted interventions and small group learning opportunities.
- Use of targeted assessments to create diagnostic approaches 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
- Creates consistency within our core times.

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.

Curriculum

- Adopted Magnetic Reading

Tiered Support Facilitator

- One focus on students
- One focus on professional development

State Testing Environment

- Structured with principal setting expectations and staff visibility

Neurosequential Model of Education

- Staff will continue training 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.

Attendance

- Updated Family Letters
- SRO support

Mulvane Middle School

Changes

- Addition of a Tiered Facilitator
- Content Teaming
- Tier 3 EL Reading WINN

Testing

- Tiered Facilitator coordinate testing schedules
- Administration and Tiered Facilitator will review results with teachers/departments
- Teachers will review results with students (share with parents)

WINN

- Tier 2 and/or 3 supports in both math and reading for all identified students
- Tier 1 students will receive career exploration and enrichment opportunities
- Tiered interventions 4 days per week

IXL Reading & iReady Math

- Individualized course work 3 times 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

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Board President			Date	
Jeff Ellis			July 2025	
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), CKH Implementation & Sustainability Plan, XELLO & IPS Training, Continued iReady Math Curriculum Implementation and Training, New ELA Curriculum Implementation, Continued Curriculum Adoption Plan, Continued Training for Veteran and New Staff, On-going support and resources for eWalkthrough and High Impact Instruction, Continued focus on using KITE to prep students for the KAP	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 partnership 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