

BILLY MILLS MIDDLE SCHOOL

As part of the USD 497 School Improvement process, all district schools conduct a needs assessment and develop annual goals that are aligned with the district's strategic plan. Below you will find the 2022-23 goals for Billy Mills Middle School. On the following pages, you will find questions asked as required by K.S.A. 72-1163 and a link to each school's most recent Kansas Accountability Report (K.S.A.72-5178) that was used as part of the needs assessment.

2022-23 Building Goals

COHESIVE CURRICULUM

During the 2022-23 school year, each grade level content area PLC at BMMS will create four quarterly common formative assessments. The assessments will cover content-appropriate skills, and average student scores will show increases for each quarter.

STUDENT CENTERED LEARNING

By the end of the 2022-23 school year, all teachers will observe another colleague, once per semester, with the focus on student engagement strategies and building positive peer relationships.

SAFE AND SUPPORTIVE SCHOOLS

By the end of the 2022-23 school year, through the implementation of the new district-adopted SEL curriculum, consistently-applied building-wide behavior expectations, and shared understanding of our building's CI3T plan, the number of office-managed discipline referrals will decrease 10% from the 2021-2022 school year.

EFFECTIVE AND COMMITTED EMPLOYEES

Increase in feelings of intra-staff support (particularly in the area of consistently applied expectations) as evidenced in school climate surveys. Increase in these goal areas:

1. Does staff commonly share high expectations of all students?
2. Does the vast majority of staff feel valued and listened to by building leadership?
3. Does the school have a sense of vision, and a mission that is shared by all staff?
4. Does the school have traditions that are valued and lead to a greater sense of belonging among staff and students?

Our current rating (averaging those four areas) = 3.32

Goal rating (averaging those four areas) = 3.65 (10% increase)

For more information on the USD 497 Strategic Plan and building goals, please visit the USD 497 School Improvement website at www.usd497.org/schoolimprovement

2022-23 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through a number of activities including the use of district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, and facility needs as well as other important items to consider for the continued growth of the school.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

This is a huge opportunity for our content PLCs, particularly in tested areas. Using common formative assessments (especially on targeted standards where we didn't score as high in 21-22), we can focus on reteaching on those areas where there is room to grow. We plan to utilize our academic interventionist to work with groups of students who aren't meeting standards on CFAs, DCAs, and Fastbridge.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? Yes

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Knowledge of the assessments themselves, teachers teaching multiple grade levels, teachers teaching multiple contents, knowing how to read Fastbridge data, knowing how to construct a common formative assessment and use its results to alter how content is taught.

Identify the budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified above.

Our minds immediately go to two things - increased staffing and increased professional development (mainly around understanding how to read results from assessments and how to take the next steps to impact learning. Also, as mentioned above, we would benefit greatly from more staff to decrease class sizes and the number of preps we are asking to staff to teach.

Identify the amount of time your building estimates it will take for all students to achieve proficiency above level 2 for grade-level academic expectations on the state assessment if such budget actions are implemented.

Two years - by the end of the 2023-24

Is every child in your school provided at least the [Rose capacities](#)? No

If any of the above capacities are not met, how do you recommend resources be reallocated in order to sufficiently meet the goal?

We need more staff. Class sizes are all at 30 students.

Assessment Review

Assessments are an important tool to help teachers, parents and students gauge a student's progress. However, it is important to remember assessments are just one of several measures to be considered.

The Kansas State Board of Education's vision for education — Kansas leads the world in the success of each student — reduces what many have considered an overemphasis on state assessments and increases focus on the needs of the whole child. Other areas that are important are kindergarten readiness; Individual Plans of Study focused on career interest; high school graduation rates; social-emotional growth; and postsecondary completion.

The following reports are currently available through [KSDE Data Central](#) to review in completing this needs assessment.

[Billy Mills Middle School - Kansas Building Report Card 2020 - 21](#)

[Performance Accountability Report 2020-21 - Billy Mills Middle School](#)