



UNIFIED SCHOOL DISTRICT 266

Building Needs Assessment 2026-27



HB 2567 Requirements

- **BOE review of Kansas Assessment Scores**
- **BOE review of the following questions:**
 - What barriers exist to student achievement? ***Listed in District Needs Assessment.***
 - How long will it take to achieve proficiency? ***Lead Forward Strategic Plan Goals list proficiency percentage targets and timeline.***
 - What resources & actions are needed for students to be proficient in reading/math? ***Each school lists Barriers, Needs, & Priority Action in this document.***



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

MVPS students are meeting or exceeding state standards as measured by the Kansas Assessment. Therefore, MVPS will focus on individual student growth. The virtual learning environment creates unique opportunities for each student with a tailored individual learning plan.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

As a staff, we will strengthen our collective practices in data-driven instruction by refining how we gather and analyze student data, implement targeted interventions, and conduct consistent progress monitoring.



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

MECC students need to master pre-reading skills including concepts of print, and letter recognition.

Staff will monitor and respond to identified skill gaps for literacy readiness through daily core instruction of key pre-reading skills.

Self-regulation is a critical skill and begins by identifying emotions in ourselves and others. MECC students need to be aware of the types of emotions and feelings they experience to help maintain a regulated state.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Staff will monitor and respond to identified skill gaps for literacy readiness through daily core instruction of key pre-reading skills along with formative and common assessments.

Staff will monitor and respond to identified needs in social emotional learning through weekly classroom instruction and monthly targeted counselor lessons along with formative and Student Risk Screening Scale assessments.



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on student literacy is needed.

High student engagement is key in maximizing the time students spend learning in classrooms.

Meeting the needs of students through more inclusive special education practices.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Each grade level will provide targeted, sequential instruction on literacy skills identified as areas of need through the FASTBridge assessment.

Staff will use a student engagement rubric with students and implement/track OTR (Opportunities to Respond) in lessons.

Staff will continue to implement a Co-Teach model with Special Education and continue to work on SDI and more inclusive practices.



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on student literacy is needed.

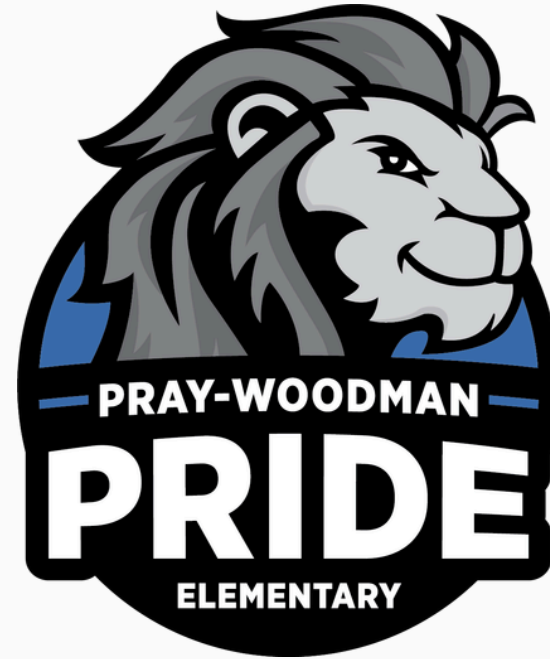
MCE will focus on math skill development to bolster student achievement.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Each grade level will provide targeted, sequential instruction to improve reading comprehension skills that need attention as identified by the Kansas Assessment.

Each grade level will provide targeted, sequential instruction to improve foundational math skills that need attention as identified by the Kansas Assessment.



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on student literacy is needed.

PWS will focus on foundational math key fluency standards and routines to bolster student achievement.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Staff will provide explicit, systematic encoding/spelling instruction aligned to phonics patterns scope and sequence.

Staff will provide targeted, sequential instruction to improve foundational math key fluency standards and routines.



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on literacy is needed.

Improve overall math achievement and increase student performance to Levels on state assessments.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Increase overall reading proficiency by strengthening targeted literacy instruction and improving the percentage of students meeting benchmark on FASTBridge.

Improve math achievement by increasing student performance at Levels 3 and 4 on state assessments through focused, standards-aligned instruction.



2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on student literacy is needed.

Increase student engagement in all learning environments to maximize student achievement.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

All grade levels will provide comprehensive literacy skills instruction, with targeted emphasis on reading fluency as identified as an area of need in our FASTBridge data.

MES Staff will implement a student engagement rubric and track opportunities to respond in lessons with planning and eWalkthrough data.



Maize Intermediate School

2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

Grading Philosophy and Practice Refresh - Work with classroom teachers to build a Building Wide grading philosophy and practice that values learning progression above all else.

Continued work towards building common pacing and assessment practices across all 5th and 6th Grade Math classrooms.

Staff provided more intentional opportunities throughout the day to foster positive and meaningful connections with each other.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Working together during PLC and PD Days in Hallway Teams and Content Teams to build foundation of grading philosophy and practice at MIS.

Continue to create collaborative pockets of time to allow Math Department to finalize pacing guide and Common Formative Assessments.

Implement classroom and Hallway Team level activities on a weekly basis to foster connection and belonging at MIS.



Maize South Intermediate School

2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

Our schoolwide data continues to reflect the need to continue our focus on high impact literacy strategies.

Increasing active student engagement is essential to improving achievement and closing learning gaps for all learners. This focus will strengthen learning outcomes, increase student ownership, and reduce off-task behaviors.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

All teachers will implement structured, high-impact literacy instruction by consistently using an explicit vocabulary routine with a targeted emphasis on morphology.

All teachers will implement active student engagement strategies that will increase opportunities for all learners to actively think, respond, and engage within grade-level content.



Maize Middle School

2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on student literacy is needed. For MMS, vocabulary acquisition and development and high impact literacy strategies.

Removing obstacles to high quality instruction across subjects. MMS, a building wide focus on decreasing student behavior as an obstacle to high quality instruction.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Each department will engage in a structured vocabulary routine or a high impact literacy strategy to target specific growth in literacy skills, leading to improvement on the Kansas Assessment.

All departments will develop lead measures to decrease office discipline referrals thus keeping students in classroom settings more frequently and increasing engagement.



Maize South Middle School

2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on student literacy is needed. MSMS will focus on vocabulary instruction and comprehension.

Recent FastBridge and Reading State Assessment scores reflect improvement. MSMS will continue to emphasize vocabulary acquisition to continue drive this progress. Weekly student-driven email communication with families, regarding academic performance and attendance, will foster executive functioning skills and increased student accountability for academic success.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

Each department will provide literacy instruction by building vocabulary through targeted instruction and implementing strategies identified by Dr. Anita Archer that foster comprehension of vocabulary terms.

Mav time will be structured to facilitate weekly teacher/student conferences regarding classroom academic performance, behavior, and attendance. Students will complete weekly electronic grade check sheets and email those to families each Monday.



Maize High School

2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

According to our data, a focus on student literacy continues to be needed. While some areas of student performance have improved, MHS continues to see achievement gaps that indicate a need for stronger and more consistent Tier 1 instruction, particularly through high-impact literacy strategies across all content areas.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

MHS will prioritize the implementation of structured literacy practices and increased professional collaboration among staff.

Teachers will focus on incorporating high-impact literacy strategies across all content areas to strengthen student reading, writing, vocabulary, and critical thinking skills.

In addition, staff will engage in purposeful collaboration through re-energized and focused PLCs and respond more effectively to student learning needs.



Maize South High School

2026-27

NEEDS

**What barriers exist to student achievement?
What does data tell you?**

District-wide focus on literacy and professional collaboration.

MSHS building leadership team, and subsequently faculty, need to shift focus from administrative meetings to student-centered, collaborative inquiry conversations.

PRIORITIES

What action will you prioritize in 2026-27 to make progress?

MSHS will increase the frequency of high-leverage literacy vocabulary and summarization strategies.

MSHS will also establish a culture of trust and shared responsibility, protecting time for collaboration, and using data to drive instructional changes.



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