

SCHOOL NAME		ROSEDALE MIDDLE	
<b>KCKPS Building Needs Assessment 2022-2023 Budget Planning (HB 2067)</b> Below are questions which should be addressed when planning for needs at the building level. Personnel - such as teachers (including Title I teachers), principals, counselors, and support staff should be involved in determining the needs of the building and district.			
<b>Section 1: STUDENT NEEDS</b>			
	Data Points	Rationale/Notes from Building Administrator	Guidance Notes
A. How many students are enrolled at this school building?	530		Use 9/20/21 enrollment count; provide additional notes if there's been a change in your enrollment since the 9/20/21 count.)
B. How many students enrolled at this building meet the definition of at-risk? (Free Lunch)	451		Per state at-risk funding guidelines, use the number of students eligible for 'free lunch' in your building per 9/20/21 enrollment count.
C. What is the pupil-teacher ratio?	1:22		Use district guidelines of: K-5 is 1:21; 6th-8th grades 1:22; 9th grade 1:18 10-12th grades 1:23. Provide notes regarding overages at specific grade levels or content areas where classrooms fall outside of the district guidelines by 5 or more students.
D. What is the pupil-teacher ratio necessary to meet the needs of students and the School Improvement Plan goals of this building?	1:22	I have in the past added four teachers through Title in order to ensure our class sizes are manageable. I believe this has contributed to our continued growth academically as well as helping build a strong culture in the building by making behaviors manageable. Our latest FastBridge data showed that over 85% of our students have shown growth over the course of the school year. Our behavior numbers have also been strong. We have been able to limit to a total of 74 for the first 3 quarters. We will however need to eliminate our computers class in order to meet the prescribed number of teachers.	Please use the district guidelines above. There will be another space for you to list any additional staffing requests.
E. How many students have an IEP, including Gifted?	109		
F. How many students are severely handicapped? (SAILS 1)	SAILS - 7. STEPS - 5	We have a SAILS and a STEPS program at Rosedale. Each class has a teacher and 3 paras	Provide the name of the specialized program(s) you have at your building, as well as any additional notes you relative to budget planning.
G. How many students are English Language Learners?	179	We only have one ESL teacher and provide support in classrooms with our ESL aide. We may need to provide more support through a reading program next year. Our ESL scores traditionally have been our lowest sub-group in both math and Reading. Refer to Box 19 below for all sub-group data. We will have a focus on reading support each Wednesday morning as we create pull-outs based on student needs. We will also be fully implementing SIOP in each classroom across the board to help support all students, especially our ELL students. We will need to train new staff around the use of SIOP.	
H. How many students do not meet proficiency in ELA? (State Assessment, tested grades only. You may provide a link to a separate data sheet where all of your information is displayed.)	<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8321&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8321&amp;rptType=1</a>	ELA Data	Use 2021 Summative KAP data provided. If you provide a link, please make it <b>VIEW ONLY</b> , and the link should only pertain to pertinent information.
H. How many students do not meet proficiency in MATH? (State Assessment, tested grades only. You may provide a link to a separate data sheet where all of your information is displayed.)	<a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8321&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;bldg_no=8321&amp;rptType=1</a>	Math Data:	Use 2021 Summative KAP data provided. If you provide a link, please make it <b>VIEW ONLY</b> , and the link should only pertain to pertinent information.

<p>I. What are your targets/goals regarding percentage of students in the advanced and exemplary categories? (List ELA/Math, State Assessment, tested grades only. High Schools may wish to include ACT/Workkeys. If data differs between grade or content levels, include disaggregated data. You may provide a link to a separate data sheet where all of your information is displayed.)</p>	<p>Increase by 10% in each sug-group category on the KAP assessment. We want to see growth in a minimum of 85% of all students on the FastBridge.</p>	<p>KAP GOALS – 3+</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>GOAL</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA Overall</td> <td>7.1%</td> <td>7.3%</td> <td>9.2%</td> <td>14.5%</td> <td>12%</td> <td>22%</td> </tr> <tr> <td>114 Students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>MATH Overall</td> <td>6.1%</td> <td>10.2%</td> <td>5.7%</td> <td>9.1%</td> <td>6%</td> <td>16%</td> </tr> <tr> <td>87 Students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="7">SUB-GROUPS</td> </tr> <tr> <td>6th Grade - ELA</td> <td>24%</td> <td>-</td> <td>48 Students</td> <td>-</td> <td>Math 16%</td> <td>-</td> </tr> <tr> <td>32 Students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7th Grade - 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<p>J. Do you have disparities in student achievement among student subgroups? (List subgroup data in ELA/Math, State Assessment, tested grades only. High Schools may wish to include ACT/Workkeys. You may provide a link to a separate data sheet where all of your information is displayed.)</p>	<p><a href="https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;blgd_no=8321&amp;rptType=1">https://ksreportcard.ksde.org/assessment_results.aspx?org_no=D0500&amp;blgd_no=8321&amp;rptType=1</a></p>	<p>This year we implemented after school tutoring in an attempt to give students extra instruction around the standard to try to fill gaps missed by COVID. These measures will take place daily next school year through FA. We also have seen a dramatic drop in attendance this year as compared to other years. 20% of our students are classified as excessive chronic, while another 30% are classified as moderately chronic. Much of this can be the result of COVID and quarantining students, but there are other reasons students are not attending school and we need to set up incentives for next school year in order to help this problem. We plan to set up incentives around attendance and behavior. We want to address this through PBIS. Overall we have done a good job of utilizing interventions in minimizing student suspensions. Next year our ISS monitor position will be transitioning to a Restorative Justice Coordinator. In order to continue to have available interventions to assist with students who may just need to have a minimal removal from class in order to get their emotions under control, I would also like to utilize a recovery room. I currently have a part time STS monitor that I would like to make full-time in order to run the room. Cultural relevance will be reviewed and monitored weekly in PLC and PD work. We will implement strategies through our DEI representatives and then look for their use through our walkthroughs using DigiCoach.</p>	<p><i>Be factual, this is a public document that is viewed by members of the legislature. Fastbridge/SAEBRS, ISS/OSS, attendance, and chronic absenteeism data could also be considered here. Please use this link at the top of this document for data.</i></p>	<p>REFERRALS: ISS: OSS:  Overall - 74 Overall - 63 Overall - 9  Hispanic - 39 Hispanic - 36 Hispanic - 2  Black - 26 Black - 19 Black - 6  White - 3 White - 3 White - 0  Asian - 3 Asian - 3 Asian - 0  MTOR - 3 MTOR - 2 MTOR - 1</p>
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Section 2: STAFF NEEDS			
	Data Points	Rationale/Notes	Guidance Notes

<p>A. How many additional teachers are needed to meet the School Improvement Plan goals of this building?</p>		<p>0 I would like to keep all the staff members I have currently purchased with Title funds, but will not require any more. I do recognize we will be dropping our total number of teachers by one as we eliminate the computer applications class. I would like to be able to offer more alternatives to help with student discipline however. I will be making my STS/Recovery monitor a full-time position. We have been able to keep suspensions to a minimum this school year because we have alternate ways to manage student behavior and partner with students to improve behavior. We want to keep these alternatives available. Our ISS Coordinator position will go away, and we will replace it with a restorative justice coordinator. I also will add a second social worker. Our social worker this year has seen 160 students. 60 of those students are seen regularly, with her seeing 15-20 students per day. She has made 10 hotlines, done 70 suicide assessments, and 7 504 plans.</p>	<p><i>If there is a need for additional class size reduction teacher, or other position, based on student data, please provide that information here. What data are you using to support this request? Fastbridge/SAEBRS, attendance data would be appropriate.</i></p>																		
<p>B. How many qualified teachers are needed to meet the needs of students under the ESEA Guidelines which</p>	<p>All staff are highly qualified</p>																				
<p>C. What staff development is necessary for teachers to support student achievement and meet the School Improvement Plan goals of this building?</p>	<p>SIOP - Literacy (Annotation) - Questioning Techniques - MTSS</p>	<p>Our staff was trained in SIOP, but we give refresher training through PD and PLC work. We have a Literacy team at Rosedale and the staff members have led PD around annotation to support our FastBridge data that shows our students are not comprehending their reading. Our BLT is leading PD around questioning techniques to drive rigor in the classroom. We will also be fully implementing MTSS to meet all students at their levels academically, behaviorally, and socially. Staff will need to be trained in PBIS to support the MTSS process, and we as a staff will also need to invest in interventions and enrichment for Tier 3 instruction to support all students beyond the classroom (Tier 1 and 2) instruction.</p>	<p><i>We will budget for staff training and travel as needed</i></p>																		
<p>D. How much planning time do teachers currently have above the negotiated agreement? If additional</p>	<p>Currently we are in</p>																				
<p>E. How many classified instructional support staff are currently employed and how many are needed at this</p>	<p>18</p>	<p>Most of our classified staff support special education or ESL needs.</p>																			
	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</th> </tr> </thead> <tbody> <tr> <td>X</td> <td></td> <td></td> </tr> <tr> <td>X</td> <td></td> <td>1:1 Chromebook. All teachers have a macbook and classroom technology as</td> </tr> <tr> <td>X</td> <td></td> <td>Yes. We make it a focus to train all staff</td> </tr> <tr> <td></td> <td>X</td> <td>We do not currently have a librarian</td> </tr> <tr> <td>X</td> <td></td> <td>It is also a focus of ours through walkthroughs and feedback</td> </tr> </tbody> </table>	Yes	No	Rationale/Notes (If no, please provide detailed notes regarding identified needs.)	X			X		1:1 Chromebook. All teachers have a macbook and classroom technology as	X		Yes. We make it a focus to train all staff		X	We do not currently have a librarian	X		It is also a focus of ours through walkthroughs and feedback		
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B. How exactly do you want your parents to be involved in the school such as greater attendance, greater committee involvement, etc.?	We want to communicate with parents so they know what is going on at the school and in the classroom. We want them to be able to support their students in whatever way they can. We also like to see parent attendance at both events and committees as well	Communication with families is a high priority. We want families to know what is going on at Rosedale and be able to attend and support as they can. We don't ever want a family to feel left out or unsupported. Building community starts with communication	
C. What types of parent training programs (teaching parents how to give student help with homework, teaching	N/A	We do have a food pantry, extra school supplies and back packs as needed as	
D. What types of communication exists with parents and community? Is it adequate?	Bright Arrow, Facebook, Twitter, and Letters Home		
<b>Section 6: HIGH SCHOOL NEEDS (9-12/Alternative Buildings)</b>			
	<b>Data Points</b>	<b>Rationale/Notes</b>	
A. What is the current graduation rate?			
B. What is the current dropout rate?			
<b>Section 7: OTHER</b>			
	<b>Data Points</b>	<b>Rationale/Notes</b>	
A. How many building personnel/school community parents were involved in helping to determine the needs of	16	Principal, Assistant Principal, Instructional Coach, BLT (Building Leadership	Refer to your site council and building leadership
	<b>Yes</b>	<b>No</b>	<b>Guidance Notes</b>
B. Are Title II-A and Title V funds used to address the identified needs?		X	Title I buildings use Title I funds for professional
		<b>Rationale/Notes (If no, please provide detailed notes regarding identified needs.)</b>	





