

2022-2023 Building Needs Assessment for 2023-2024 Budget Considerations

District: 445	Bldg #	Grades Served:
School: Roosevelt Middle School	6770	7-8

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs	Notes	
a. Student Headcount	234	
b. Percentage of students with an active IEP	14.90%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7.41%	
d. Percentage of students identified as At-Risk (Free lunch)?	64.73%	
e. Pupil-Teacher Ratio Average	14 to 1	
f. Pupil-Teacher Ratio Median	13.58 to 1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Support for ELL students is limited
i. Is there a tiered system of support to target reading growth?	Yes	A Reading Essentials class is used to target students who are deemed at high-risk and some-risk in reading.
j. Is there a tiered system of support to target math growth?	Yes	Using data from our math PLC students who are in need of Tier 2 interventions are pulled for additional support to address those gaps.
k. Are there local assessments to measure reading growth?	Yes	Fastbridge aReading is administered to students during the fall, winter, and spring.
l. Are there local assessments to measure math growth?	Yes	Fastbridge aMath is administered to students in the fall, winter, and spring.
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	We offer after school academic support to students 4 days per week.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?		ELA teachers are using state interim tests and within their PLC are using the data to address gaps in student achievement. Math teachers are consistently using mini-interim tests through KITE to review data within their PLC to address gaps in student achievement.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Increase the % of students scoring levels 3 and 4 by 5%

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)	Notes
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a. How is social/emotional growth being measured?		
b. What are the targets/goals related to social/emotional growth?	Improve student's favorable responses on fall student survey in the area of emotional regulation by 5%. Building wide reduce the number of behavior referrals by 10% due to students being able to regulate better.	For the 2021-2022 school year we saw an increase of 6% in favorable student responses in the area of emotional regulation. For the 2022-2023 school year we have had a reduction of behavior referrals of 18.7%.
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	At the completion of their 8th grade year, students will have developed a Google Site that contains results of Xello college and career interest surveys, assessment and academic data, and SEL inventory of students. This will serve as the foundation for the students' four-year plan and high school IPS.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	N/A	
g. How are you ensuring students are civically engaged?	Students participate in voter registration day and elect Student Council officers and report to polling place to cast votes. Students participate in various charitable drives, such as the Salvation Army canned food drive.	

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 3: Curriculum Needs	Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school tutoring/Boys and Girls Club
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)	Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	N/A
c. Is every child in your school provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	We have 2 elective teachers who are not fully licesnced.
b. How many classified support staff are currently employed?	5	3 SPED paras, .5 Community Health Worker, .5 Indian Ed Director, 1 secondary behavior liason
c. How many classified support staff are needed?	1	We could use the social worker position we lost this year.
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We need an instructional coach/data position, math intervention teacher.
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?		
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Continued PD with teaching reading at the secondary level and building-wide approach to address student apathy.	PD for AVID to use building-wide.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	Additional updates to classrooms and infastructure (electrical needs)
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	parent/teacher conferences, open house, athletic events, mock interview days, Nado Fest, Site Council
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	Parents as Teachers, Community Health Worker assistance, ESOL provides supports to our ELL families	

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Please consider the following questions as you complete the needs assessment for your building.

c. Do you have an active Site Council?	Yes	6 meetings yearly
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster Club
e. What types of communication exists with families? Is it adequate?	Facebook, Twitter, Remind app, email, phone calls, weekly announcements	
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter	

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Please consider the following questions as you complete the needs assessment for your building.

SECTION 8: School Data		Notes
a. Building Attendance Rate	95.4%	
b. Building Chronic Absenteeism Rate	6.5%	
c. District Chronic Absenteeism Rate	7.6%	
d. District Graduation Rate	96.5%	
e. District Dropout Rate	3.5%	
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	N/A	
b. What is our building dropout rate?	N/A	
c. What is our average comprehensive ACT score?	N/A	
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Student Apathy	
1. Can these be achieved with additional resources?	Yes	The leadership team believes AVID is is a great direction for our building to go to address the apathy issue.
2. Why or why not?		
b. Additional building unique items:		

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(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- An increasing level of social emotional challenges and needs of students
- Diminishing local control limits our ability to provides supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

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(C) Identify 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.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and

strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to

estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's

control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of