

2024-2025 School Year Building Needs Assessment for 2025-2026 Budget Considerations

District: <u>445 Coffeyville</u>	Bldg #	Grades Served:
School: <u>Roosevelt Middle</u>	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	284
b. Percentage of students with an active IEP	
c. Percentage of students enrolled in English Language Learner (ELL) services	10.92%
d. Percentage of students identified as At-Risk (Free lunch)?	63.12%
e. Pupil-Teacher Ratio Average	22.6
f. Pupil-Teacher Ratio Median	24.0
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 the deficiencies of students
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 support to address those gaps.
k. Are there local assessments to measure reading growth?	Yes Fastbidge aReading is administered to students during the fall, winter and spring.
l. Are there local assessments to measure math growth?	Yes Fastbidge aMath is administered to students during fall, winter and spring
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes After school tutoring is offered 3-4 days a week.
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes ELA teachers are using state interim tests and within their PLC are using the data to address gaps in interim tests through KITE to review data and identify gaps in student achievement
o. Are there set targets/goals to move students out of proficiency	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	

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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 student sbeing able to regulate their behavior.	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	NA	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	NA	
e. How are successes of Individual Plans of Study being measured?	At the end of their 8th grade year students will have developed a Google Site in which they document their Xello results, assesment 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)	NA	
g. How are you ensuring students are civically engaged?	Students participate in voter registration day and elect Student Council officers and report to polling places cast votes. Students participate in various charitable drives, such as the Salvation Army canned food drive.	

SECTION 3: Curriculum Needs	Notes
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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
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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)	NA	
c. Is every child in your school provided at least the following	Yes	
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	

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

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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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 3 elective teachers who are not fully licensed
b. How many classified support staff are currently employed?	3	1 SPED paras, .5 Community Health Worker, .5 Indian Ed Director, 1 secondary behavior liason
c. How many classified support staff are needed?	3	2 additional SPED paras and instructional coach
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We do not have a librarian and need a social worker
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 to support AVID initiative and social/ emotional for student mental health	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	Electrical upgrades to support technology.
c. Are additional School Buses needed or any additional Routes needed?	No	

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

SECTION 7: Family Needs/Community Relations	Notes
a. Do you have regular events to engage parents with teachers?	Yes PT conferences, Open house, sporting events, mock interviews, post secondary career exploration day
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
c. Do you have an active Site Council?	Yes 4 meetings per year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes Booster club for sports and activities
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, Snapchat, Instagram, TikTok
SECTION 8: School Data	Notes
a. Building Attendance Rate	94.3%
b. Building Chronic Absenteeism Rate	17.6%
c. District Chronic Absenteeism Rate	20.7%
d. District Graduation Rate	88.4%
e. District Dropout Rate	4.8%
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)	Notes
a. What is our building graduation rate	
b. What is our building dropout rate?	
c. What is our average comprehensive ACT score?	
SECTION 9: Other Data	Notes

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

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	With the addition of AVID and making student responsibility a priority throughout the school we believe there will be a shift in attitude.
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. More support staff to make flexible classrooms. Increase paraeducator support in special education classrooms. 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 difficult to estimate a time that every student will achieve a definition of grade level proficiency. Including, 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. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students. 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.