Building Needs Assessment 2025-2026

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Hamilton Middle School**
SCHOOL NO:	**1814**
INTERNAL NO:	**233**

SECTION 1: Student Needs	Response
a. How many students are in the building?	551
b. Percentage of students with an IEP?	21.8%
c. Percentage of students enrolled in ELL services?	25.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	89.8%
e. What is the teacher to student ratio average?	13.60
f. What is the teacher to student ratio median?	11.05
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
h. Are there gaps in student success among race/ethnicity student subgroups	Yes
i. Do you have a tiered system of support to target reading growth?	Yes
j. Do you have a tiered system of support to target math growth?	Yes
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	Yes
m. Do you have Learning opportunities for students to focus on academic needs outside of the transitional classroom setting?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	We are using state assessment data and Fastbridge test scores to ensure that students are appropriately placed in math and ELA intervention and/or enrichment classes. Additionally, we are revising our schedule for testing and providing professional development to staff to ensure best practices are being used to maximize scores.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/rubrics)	Response
a. How are you measuring social/emotional growth?	Second Step, Employability SRG Scales, behavior referral data, behavior intervention review protocol.
b. What are your targets/goals related to social/ emotional growth?	Character development, personal development, social development, work habits.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	N/A
d. What are your targets/goals related to kindergarten Readiness?	N/A
e. How are you measuring the success of individual plans of study?	Xello
f. What are your targets/goals related to postsecondary completion/attendance?	100% of 8th graders will create a 5-year plan.
g. How are you ensuring students are civically engaged?	Students are directly involved through classes/clubs/activities such as leadership (JROTC), Stuco, After-School Program, Turkey Drive, and Pando.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Interventions; Class Within a Class; Other; Support provided through partnerships with outside agencies (ie YMCA, Gear Up, Pando, WPS Foundation).
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

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SECTION 4: Educational Capacities pursuant to article 32.72-3218	**Response**
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	My school is not a high school
b. Is every child in your school provided at least the following capacities:	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
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
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

SECTION 5: Staff Needs	**Response**
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 eye content area being taught in said classroom and meet the goals of the school?	No
b. How many classified supports staff are currently employed?	15.07
How many are needed at this building (vacant & filled)?	15.07
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are assistant principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Instructional Coaching; LETRS Training; SRG Training; Restorative Practices;

SECTION 6: Facility Needs	**Response**
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

SECTION 7: Family Needs/Community Relations	**Response**
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	Virtual training provided by the district, as well as Gear Up initiatives.
c. Do you have an active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	No
e. What types of communication exist with families?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication; Social Media; School Website
Is it adequate?	Yes

SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.979
b. What is our building chronic absenteeism rate?	45.40%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.005
c. What is our average comprehensive ACT Score?	N/A

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SECTION 9: Other Data	**Response**
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Scheduled Time/PD Time; Paraprofessional Training; Parent & Community Involvement; Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	Additonal supports that are being introduced (WPS Foundation, Gear Up, Love Schools) have already had a positive impact on parent/community involvement. The addition of a second instructional coach will help support several new staff members and students in the area of mathematics.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	1) Inconsistency with family/home supports for each child. 2) Safety concerns unique to our location. 3) Finding enough room in the master schedule to ensure that all kids are able to receive math & ELA intervention/enrichment classes. 4) Intervention class sizes. 5) Staff shortages. 6) Teacher preparation/training on curriculum materials. 7) Social/Emotional/Behavior needs. 8) Attendance/chronic absenteeism.
Identify the budget actions that should be taken to address and remove those barriers.	Continued funding for our school security officer, continued funding for support staff (i.e. social workers, KOSP, truancy clerk, family engagement, behavior specialist. Reallocation of Title funds - create a new instructional coach position (math focus) by reallocating the funds currently being used for a reading intervention teacher.
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 budge actions would be implemented.	2-3 years