Building Needs Assessment 2025-2026

WICHITA PUBLIC SCHOOLS

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Robinson Middle School**
SCHOOL NO:	**1830**
INTERNAL NO:	**273**

SECTION 1: Student Needs	Response
a. How many students are in the building?	675
b. Percentage of students with an IEP?	26.8%
c. Percentage of students enrolled in ELL services?	9.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	57.3%
e. What is the teacher to student ratio average?	13.19
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?	0
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?	In reviewing the the last 5 years of assessment data, RMS has taken the steps of restructing the buildig physically to create better a horizontal alingment and planning opportunities for staff and reduce hallway issues for students which has resulted in a 60% reduction in office referrals and fewer exclusionary consequences. This along with a master schedule change to provide two common buildingwide intervention hours with team created tiers for struggling anf at risk students as well as high performing students. This along with a community based examination of our discipline practices and focus on relational capapcty and culturally responsive teaching has resulted in gains every year of the last 4 years to prepandemic levels in all subject levels and almost all subgroups and a 94% percent decrease in hearing reassignments this year.
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?	We collect weekly SEL check in surveys with all students via our annoucements and chart the overall satifaction and safety as well as the districts belonging survey
b. What are your targets/goals related to social/ emotional growth?	Increase ADA to 94.6% by May 2026 Increase the percentage of students that feel safe and connected to our school from 82% to 90% by 2029 Maintain an average of 8.0/10 on weekly student connectedess reflections
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	NA
d. What are your targets/goals related to kindergarten Readiness?	NA
e. How are you measuring the success of individual plans of study?	100% of all 8th will have 5 year plan
f. What are your targets/goals related to postsecondary completion/attendance?	100% of current 8th graders will complete a 5-year plan by the end of May 2026.
g. How are you ensuring students are civically engaged?	Students engage in mock elections, History Day, and various clubs and activities

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring; Before/After School Support; Interventions; Class Within a Class;
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

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Robinson Middle School**
SCHOOL NO:	**1830**
INTERNAL NO:	**273**

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.	No

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?	11.35
How many are needed at this building (vacant & filled)?	11.35
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	No
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;

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?	We provide online resources and supprots for families
c. Do you have an active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
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?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes

SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.918
b. What is our building chronic absenteeism rate?	32.50%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	N/A
c. What is our average comprehensive ACT Score?	N/A

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Robinson Middle School**
SCHOOL NO:	**1830**
INTERNAL NO:	**273**

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?	Paraprofessional Training; Parent & Community Involvement; Child Study Team Ratios; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	By allocating additional resources for : Additional Para for Support/Truancy and MA room we can create opportunities for all paras to receive job embeded PL in the areas of ELL supports, SEL supports, and AVID Wicor strategies to meet student needs. This additional support would allow for studentds needs to be met and ADA/IDEA compliance purposes The additional support para woudl allow us to reach out with the additinal .5 SW to meet the needs of our Title 1 parents and traditinally marginalized populations and POCs and coordinate Parent outreach and supports. The .5 additional SW support would allow for a balance of the overwhleming CST caseload that comes with housing 2 MA categorical rooms of 18 students and IEPS, 100 gifted IEPS and the 80-90 IR IEPS that must be monitoried and completed AS WELL ass meetign the real time student and family demands of a Title 1 school. Physical pace for the categorical rooms is a priorioty. THe existing space is now large enough but lacks the necessary structures and tools for a true life skills ready envireoment to meet the needs of the students and staff. An outdoor space that currentl exists can alos be modified to allow for additinal support.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Lack of adequate tools and life skills support for categorical MA room Lack of support in MA program to meet the IEP needs of students that are pushed out and into comprehensive setting High chronic absenteeism for Title 1 and ELL students, Title 1 students, and SOC Lack of parental/family engagement and tools for ELL students, Title 1 students, and SOC Lack of ELL certifed and trained teachers to meet the needs of the growing ELL program Lack of trained supprot staff to meet the intensive behavioral needs of the MA program and Title 1 population
Identify the budget actions that should be taken to address and remove those barriers.	1 Additional Student Support Para for Support/Truancy/Parent Community Outreach 1 Additional para in the MA room 1 FTE for ELL ELA Behavior Specialist .5 - 1.0 SW .5 - 1.0 Physical space for the categorical rooms is a priorioty.
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.	2029