2025-2026 School Year Building Needs Assessment for 2026-2027 Budget Considerations

District: 445 Coffeyville	Bldg #	Grades Served:
School: Roosevelt Middle School	6770	6-8

Please consider the following questions as you complete the needs assessment for your building.		
SECTION 1: Student Needs		**Notes**
a. Student Headcount	360	
b. Percentage of students with an active IEP	15.00%	
c. Percentage of students enrolled in English Language Learner (ELL) services	16.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	93.00%	
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	
i. Is there a tiered system of support to target reading growth?	Yes	Advisory interventions-Reading Essentials to target
j. Is there a tiered system of support to target math growth?	Yes	Using data from our math PLC students who are in
k. Are there local assessments to measure reading growth?	Yes	Fastbidge aReading is adminstered to students during
l. Are there local assessments to measure math growth?	Yes	Fastbidge aMath is adminstered to students during
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom	Yes	After school tutoring
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
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Targeting students for Advisory interventions
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		**Notes**
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	
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 end of their 8th grade year students will have developed a Google Site in which they documen	
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	
SECTION 3: Curriculum Needs		**Notes**
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	After school tutoring and 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	N/A	
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly	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	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	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their	Yes	

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	No	We have teachers who are not fully licensed
b. How many classified support staff are currently employed?	4	2 SPED paras, .5 Community Health Worker, .5 Indian
c. How many classified support staff are needed?	2	1 SPED para and full time Social Worker
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We do not have a librarian or a Social Worker
e. Are principals & other key staff trained to provide instructional leadership and professional development to	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement	Continued PD to support AVID initiative and social/	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	Continue to improve infastructure to support three
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	PT conferences, Open house, sporting events, mock
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use	Parents as Teachers, Community Health Worker	
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,	
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	93.0%	
b. Building Chronic Absenteeism Rate	13.0%	
c. District Chronic Absenteeism Rate	20.6%	
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**
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment	Student Apathy	
1. Can these be achieved with additional resources?	Yes	With the addition of AVID and making student
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.

(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 docuent inour KESA plans our success on a vatiety 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.