

2021-2022 School Year Building Needs Assessment for 2022-2023 Budget Considerations

District: 445	Bldg #	Grades Served:
School: Roosevelt Middle	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	245	
b. Percentage of students with an active IEP	14.20%	
c. Percentage of students enrolled in English Language Learner (ELL) services	7.30%	
d. Percentage of students identified as At-Risk (Free lunch)?	68.90%	
e. Pupil-Teacher Ratio Average	13.5 to 1	
f. Pupil-Teacher Ratio Median	14.0 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	Supports for our ESOL students are limited
i. Is there a tiered system of support to target reading growth?	Yes	Using Fastbridge aReading screeners, students who score in the high risk percentile are enrolled in the Reading Essentials class.
j. Is there a tiered system of support to target math growth?	Yes	Using common formative assessment data students are provided Tier 2 support during SCOPE
k. Are there local assessments to measure reading growth?	Yes	Fastbridge aReading
l. Are there local assessments to measure math growth?	Yes	Fastbridge aMath
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	see notes	We are using SCOPE to provide Tier 2 support in math and ELA. Providing additional reading interventions in the Reading Essentials classes.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Increase % of students scoring levels 3 and 4 by 5% yearly
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?	Nationally-normed student survey	Students take this in the fall and again in the spring
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%.	This area was targeted based on fall survey results showing this was the area where our students needed the most support.
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	

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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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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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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 teachers who are doing transition to teaching and are not fully certified yet.
b. How many classified support staff are currently employed?	5	3 SPED paras, 1 social worker, .5 Indian Ed coordinator, .5 Community Health Worker
c. How many classified support staff are needed?		
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	No	We could use an instructional coach, reading and math intervention teachers, testing coordinator
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Supporting ESOL students, continued SEL training, more training to support students who are not at grade level in reading and math	
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 infrastructure (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
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	
c. Do you have an active Site Council?	Yes	We meet 6 times per school year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	We have an active parent led booster club that meets after site council
e. What types of communication exists with families? Is it adequate?	Facebook, Twitter, Remind app, email, phone calls, weekly announcements	Yes, but we always look to improve
f. What types of communication/social media exists with your community? Is it adequate?	Facebook, Twitter	Yes, but we always look to improve

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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	93.0%	
b. Building Chronic Absenteeism Rate	26.5%	
c. District Chronic Absenteeism Rate	32.5%	The rate increase was due to the high number of quarantines due to COVID
d. District Graduation Rate	95.2%	
e. District Dropout Rate	Drop out rate is 0.08%	
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, Internet access for students outside of school, and behavior which keeps students from the classroom	Additional time for teacher collaboration, an alternative classroom to support students who lack the emotional skills to function successfully in a traditional classroom.
1. Can these be achieved with additional resources?	Yes	
2. Why or why not?		
b. Additional building unique items:		

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

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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 provide 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

(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 a local school board.