DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Truesdell Middle School**
SCHOOL NO:	**1834**
INTERNAL NO:	**287**

SECTION 1: Student Needs	Response
a. How many students are in the building?	907
b. Percentage of students with an IEP	24.6%
c. Percentage of students enrolled in ELL services	14.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	85.9%
e. What is the teacher to student ratio average?	12.86
f. What is the teacher to student ratio median?	12.60
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	
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	Placement for all intervention, enrichment, and core courses Tutoring before and after school; lunch Data analysis with predictive interims Goal setting for academics, attendance, and behavior through advocacy
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?	SAEBRS
b. What are your targets/goals related to social/ emotional growth?	District measures growth by reviewing individual areas of need via SAEBRS; staff support students in addressing those needs.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Currently serve students in grades 6, 7, 8.
d. What are your targets/goals related to kindergarten Readiness?	Currently serve students in grades 6, 7, 8.
e. How are you measuring the success of individual plans of study?	XELLO; High school course enrollment
f. What are your targets/goals related to postsecondary completion/attendance?	District goals related to postsecondary completion are as follows: Increase graduation rates from 79.2% to 80% by spring of 2024. Increase proficiency on the ELA state assessment from 12.26% to 17% for the class of 2026. Increase Graduation+ percentage from 36.42% to 45% by spring of 2024.
g. How are you ensuring students are civically engaged?	Current Events course Money Matters course Novel Studies course Social Studies course

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

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?	60
How many are needed at this building (vacant & filled)?	73.00
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a 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;#Other; Behavior Training

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?	No

SECTION 7: Family Needs/Community Relations	Response
a. Do you have regular events to engage parents with teachers?	No
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?	Online videos Online homework support Telephone homework support
c. Do you have a 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;#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;#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?	87.50%
b. What is our building chronic absenteeism rate?	49.50%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.002
c. What is our average comprehensive ACT Score?	N/A

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?	Attendance/Truancy;#Other: Address Below; Teacher shortage
Can they be achieved with additional resources?	Yes
Why or why not?	Attendance/Truancy: Increase staff allocation to focus on increasing attendance rate (decreasing chronic absenteeism rate). Teacher shortage: Ability to hire qualified licensed staff to fill vacancies.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Attendance/Truancy: Increase student attendance rate. Teacher shortage: Have qualified licensed staff in every position.

Identify the budget actions that should be taken to address and remove those barriers.	Attendance/Truancy: District increase of FTE for campus to have truancy staff per grade level; District approval for transportation to pick up and drop off students who do not qualify for bussing within 2.5 miles. Teacher shortage: District recruiting practices enhanced. District rework salary schedule; bonuses; benefits package; incentives to hire and retain qualified staff.
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.	Unknown