



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Mayberry Magnet Middle**
 SCHOOL NO: **1824**
 INTERNAL NO: **255**

SECTION 1: Student Needs	Response
a. How many students are in the building?	596
b. Percentage of students with an IEP	17.6%
c. Percentage of students enrolled in ELL services	9.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	65.1%
e. What is the teacher to student ratio average?	14.78
f. What is the teacher to student ratio median?	12.60
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. 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 criteria for Intervention placements. Standards based planning, grading, and assessing. Providing students with their individual state assessment scores and Fastbridge screeners and doing reflections and goal setting with them. Teachers use predictive interim test scores for item analysis to know what students need more instruction and practice on. Using the blended learning model in Intervention classes. Modeling of evidence-based instructional strategies during professional learning sessions and providing quality feedback to teachers to improve classroom instruction.
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?	Teachers complete the SAEBRS screener in both the fall and the spring, which screens students and identifies social, emotional, and academic behavior risks. For students that are at high risk, additional supports are put into place. Interventions might include daily check-ins with support staff and social groups. Growth can be measured by the screeners since they are filled out two times per year. Growth can also be measured by staff observations and improvements in academic success and behaviors.
b. What are your targets/goals related to social/ emotional growth?	If three or more students in the classroom are identified as at risk, the goal is to implement class wide interventions like the use of CHAMPS and 3:1 positive interactions with students. If fewer than 3 students in the classroom are identified as at-risk, the goal is to provide individualized interventions to each student. The target goal is to see a decrease in the scores from the screeners.
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?	We have not fully implemented individual plans of study in middle schools. Students complete work on Xello throughout the school year in Advocacy class. The data from Xello is then used to help students choose elective classes both in middle and high school. 8th graders moving on to high school use their career interests to identify high school programs that they are interested in.
f. What are your targets/goals related to postsecondary completion/attendance?	NA

g. How are you ensuring students are civically engaged?	Mayberry has an all-school community service day. Students participate in community service activities and volunteer to help different organizations. Examples of activities include Arkansas River clean up, ICT SOS, Tanganyika, and Exploration Place. Students also learn about voting and government in Social Studies classes. Students have also had the opportunity to hear from guest speakers including the Mayor and City Councilmen. Additionally, students have opportunities to learn about other cultures through our Cultural Studies class, 1st quarter magnet theme activities, all-school magnet days, and cultural assemblies.
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SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	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?	Yes
b. How many classified supports staff are currently employed?	40.33
How many are needed at this building (vacant & filled)?	40.13
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;#SRG Training;#Restorative Practices;

SECTION 6: Facility Needs	Response
a. Is there adequate space for student learning?	No
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?	Communication with families about tutoring opportunities for students and how to take care of their student's iPad. Parent and family conferences in both the fall and the spring. Teachers also communicate with parents through emails and phone calls and provide information about tutoring opportunities and how parents can help their student get caught up on missing assignments.
c. Do you have a 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;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	No
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?	91.30%
b. What is our building chronic absenteeism rate?	30.40%
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
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;#Parent & Community Involvement;#Physical Space for Learning;#Other: Address Below; Mayberry could benefit from an increase in our 06 budget. Furniture like student desks, tables and chairs for classrooms. Teacher desks have to be funded by the building and these items are costly. Withonly a small amount of Title funds, it can sometimes be a challenge to provide instructional supplies that teachers need for their classrooms - PE equipment, sheet music, classroms sets of novels, supplies for Science labs, etc.
Can they be achieved with additional resources?	Yes
Why or why not?	Time is always a constraint with what teachers must do in order to do a great job! Our Mayberry Site Council began discussing possible ideas for more parent involvement-we will continue discussions and begin implementing these this year. Mayberry has four performing arts programs but only three classrooms. Research shows that students learning music helps with language development and reasoning and also emotional development. Music increases IQ and helps develop critical thinking skills. We have excellent performing arts programs that are growing exponentially! More and more students are enrolling in Band, Orchestra, Choir, and Drama. Because of this, the performing arts spaces are becoming too small and we can't support the growth in all four programs. We need a Choir room to help create space for our Vocal Music Program and for it to continue to thrive.

b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	<p>For each student to have more individualized instruction to achieve grade level proficiency, we need more highly qualified teachers. Teachers need time to look at student data, plan for meeting individual student needs, decreased class sizes for more 1:1 support. They currently do not have enough time to adequately meet all those demands due to tight scheduling demands. There is also a shortage of qualified teachers.</p> <p>The ability to hire more teachers would also allow schools to offer more reading and math intervention to help students bridge the achievement gap. Long term substitutes for vacant teaching positions are not what is best for kids as they don't have the content knowledge and the ability to provide high quality instruction.</p>
Identify the budget actions that should be taken to address and remove those barriers.	<p>Increased funding toward teacher pay in two ways: overall funding to hire more teachers and individual teacher salaries. This would allow more teachers to be hired and would help entice people to want to join the profession, rather than working outside education where salaries meet the increasing cost of living</p>
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.	<p>Additional staff to support the student population and teacher work load, we could meet grade level proficiency in four years.</p>