



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Hamilton Middle School
SCHOOL NO: 1814
INTERNAL NO: 233

SECTION 1: Student Needs	Response
a. How many students are in the building?	551
b. Percentage of students with an IEP	18.0%
c. Percentage of students enrolled in ELL services	21.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	88.9%
e. What is the teacher to student ratio average?	14.40
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	Formative and summative data is regularly analyzed to ensure proper placement of students into tiered intervention and enrichment classes focused on math and literacy. All teaching staff participate in weekly building-based professional learning with an emphasis on math and literacy. Incentives are in place to encourage students to do their best on their assessments. Admin conducts regular walkthroughs and evaluations to continually improve 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?	SAEBRS, Second Step, Employability SRG Scales, behavior referral data
b. What are your targets/goals related to social/ emotional growth?	Character development, personal development, social development, work habits
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?	Xello
f. What are your targets/goals related to postsecondary completion/attendance?	Increase graduation rate from 79.2% to 80% by spring of 2024. Increase Graduation+ percentage from 36.42% to 45% by spring of 2024
g. How are you ensuring students are civically engaged?	Students are directly involved through classes/clubs/activities such as leadership (JROTC), Stuco, After-School Program, Turkey Drive, and Pando.
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?	36.33
How many are needed at this building (vacant & filled)?	39.33
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?	LETRS Training;#Instructional Coaching;#SRG Training;#Restorative Practices;
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?	Virtual training provided by the district.
c. Do you have a active site council?	No
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?	Yes
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?	86.00%
b. What is our building chronic absenteeism rate?	54.30%
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?	Scheduled Time/PD Time;#Paraprofessional Training;#Instructional Technology Training;#Curriculum;#Parent & Community Involvement;#Attendance/Truancy;
Can they be achieved with additional resources?	Yes
Why or why not?	Resources will support the organization of a family engagement committee as well as supplies for community/family events. Continued support through Capturing Kids' Hearts will assist as well.
b. Additional building unique identified Items:	None

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<p>Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.</p>	<p>1.) Inconsistency with family/home supports for each child. 2) Safety concerns unique to our location. 3) Finding enough room in the master schedule to ensure that all kids are able to receive math & ELA intervention/enrichment classes. 4) Intervention class sizes 5) Staff shortages. 6) Teacher preparation/training on curriculum materials. 7) Social/Emotional/Behavior needs. 8) Attendance/chronic absenteeism.</p>
<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>continued funding for our school security officer, continued funding for support staff (i.e. social workers, KOSP, truancy clerk, family engagement, behavior specialist. Additional FTE to provide math and ELA intervention classes.</p>
<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 budget actions would be implemented.</p>	<p>1-2 school years once the necessary resources are provided.</p>