



DISTRICT: D0259 - Wichita Public Schools
 SCHOOL: Curtis Middle School
 SCHOOL NO: 1808
 INTERNAL NO: 214

SECTION 1: Student Needs	Response
a. How many students are in the building?	828
b. Percentage of students with an IEP	18.5%
c. Percentage of students enrolled in ELL services	29.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.7%
e. What is the teacher to student ratio average?	13.68
f. What is the teacher to student ratio median?	13.78
g. Are the needs of foster care students being met?	No
If no, what supports are needed?	All foster care students need an educational advocate, who responds to our continued efforts for contact. We also have some foster care students who need outside mental health support.
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	Adjustment of bell schedule for common content collaboration time, especially around literacy. Schoolwide reorganization of interventions for fidelity to MTSS. Staff beyond English Language Arts teachers will teach reading intervention classes. Provide targeted professional learning for teacher clarity around SRGs and literacy targets.
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?	The district measures growth by reviewing individual areas of need via SAEBS and supporting students in addressing those needs. We have no campus-specific targets.
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 module completion rates through advocacy
f. What are your targets/goals related to postsecondary completion/attendance?	Our campus goal is to reduce the number of students requiring Foundations of Algebra to 15%. The district's goals related to postsecondary completion are as follows: Increase graduation rate to 80% by 2025, with 70% of seniors to graduating with one more market value assesses.
g. How are you ensuring students are civically engaged?	Student advisor clubs, JROTC (leadership class enrollment), Student Council
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;#Extended Year;#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.	No

Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	No
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	No
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	No
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.	No
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.	No
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?	34.61
How many are needed at this building (vacant & filled)?	48.66
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?	SRG Training;#Restorative Practices;#Instructional Coaching;
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?	Our family engagement nights review the needs of our school: the need for regular attendance, websites for students/families to avoid, etc. However, nights occur only once per semester.
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;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	School Website;#District Wide Communication
Is it adequate?	Yes
SECTION 8: School Data	
Response	
a. What is our building attendance rate?	90.00%
b. What is our building chronic absenteeism rate?	38.80%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.003
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?	Parent & Community Involvement;#Attendance/Tuancy;#Caseloads per Teacher;#Other: Address Below;#Paraprofessional Training; Low student motivation for school; High student mobility; Student poverty; Student access to illicit/illegal drugs and alcohol
Can they be achieved with additional resources?	No

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Why or why not?	High teacher caseloads are due to unfilled special education positions; we face a national teacher shortage. There are not a lack of resources, but the availability of adults to fill those vacancies. Student mobility and motivation cannot be solved with additional school resources.
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>Student: Poverty, Feeling Disconnected/unmotivated for learning, Mental health issues, Attendance, Language/cultural differences, Distractions and access to illegal substances.</p> <p>Staff: Temperate student behavior, Open vacancies of needed support, Expectations for student success from staff not mirrored in student homes, Student & Family/teacher disconnection.</p> <p>Family: Poverty, Language/cultural differences, Inconsistent value of education, Lack of time for school involvement, Mental health/other health issues.</p> <p>Community: Deterioration of Social Norms, Lack of supports for families in need, Deterioration of support for education, Misinformation about what is happening in classrooms, Unrealistic expectations of schools, politics.</p>
Identify the budget actions that should be taken to address and remove those barriers.	<p>Budget action to keep ESSER hired positions funded beyond 2024: school security officer, third counselor, student success advocate, Future Ready Advocate (all or these positions support student mental health, temperate student behavior, education on the abuse of illegal substances, support social/emotional needs, etc)</p> <p>Budget action to support full time parent/community liaison on campus. This liaison can conduct home visits, connect staff with parents better, provide language programs and support with community programs for parents and families.</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.	With proper staffing, our goal is that 50% of students will achieve grade level proficiency by 2025