



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Robinson Middle School  
**SCHOOL NO:** 1830  
**INTERNAL NO:** 273

SECTION 1: Student Needs	Response
a. How many students are in the building?	692
b. Percentage of students with an IEP	27.5%
c. Percentage of students enrolled in ELL services	3.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	54.6%
e. What is the teacher to student ratio average?	12.79
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	Goal setting with students weekly; Data leader shares most recent scores to students routinely; Teachers lead weekly Grade Checks and students have a tracker in their their agenda to chart their growth on the both the interim assessments, screeners, and predictives along with their SRG scores and grades. Creation of a Master Schedule that allows for additional CORE support to address lagging core assessment data.
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?	Saebers, Second Step, Reduction in Office Referrals, Use of Campus Support, Support Calls Use
b. What are your targets/goals related to social/ emotional growth?	RMS will Decrease the exclusionary disproportionality gap in SOC compared to their white counterparts in regards to exclusionary consequences assigned from office by 10% in 23-24 from 21-22 initial numbers (Oss/ISS) SOC OSS/ISS 23-24 # - 64H and 199AA Estimate Final Totals – 128H and 398AA White OSS/ISS 23-24 # - 98 Estimated Final Totals – 196W Est - GAP 23/24– AA/W - 202 H/W - +68
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?	Agenda checks; goal setting; Use of Xello in a selection of classes
f. What are your targets/goals related to postsecondary completion/attendance?	Implementation of club time for all students based on interest, Celebrating student growth and success quarterly Increase implementation and use of Xello for all students 6-8
g. How are you ensuring students are civically engaged?	Active Stuco, Creation and support of the Power Team (FRAM); AVID and PIB Community Service; Reaching out to Feeder schools, Host a We The People Competition;
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Class Within a Class;#Interventions;#Summer School;#Other; AVID classes
b. Are there appropriate and adequate instructional materials?	No

c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes
<b>SECTION 4: Educational Capacities pursuant to article 32.72-3218</b>	
<b>Response</b>	
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.	No
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.	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
<b>SECTION 5: Staff Needs</b>	
<b>Response</b>	
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?	48.84
How many are needed at this building (vacant & filled)?	54.18
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;#Other; Equity Training; SECD support and training
<b>SECTION 6: Facility Needs</b>	
<b>Response</b>	
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
<b>SECTION 7: Family Needs/Community Relations</b>	
<b>Response</b>	
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?	Videos; Interactive distance learning, creation of core videos to help parents help students on core content tracked standards
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;#Newsletter;#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;#Newsletter;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
<b>SECTION 8: School Data</b>	
<b>Response</b>	
a. What is our building attendance rate?	91.10%
b. What is our building chronic absenteeism rate?	31.60%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.008
c. What is our average comprehensive ACT Score?	N/A
<b>SECTION 9: Other Data</b>	
<b>Response</b>	

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a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Scheduled Time/PD Time;#Instructional Technology Training;#Paraprofessional Training;#Physical Space for Learning;#Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	With high title needs and no title or intervention supports; we are not able to meet the needs of the most struggling students. Increased para support along with the ability to cover classrooms to provide job embeded PL for certified and classified staff is needed Support to pay staff to provide extended learning opportunities
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Space - Fine Arts space is needed to free up other classroom space Title needs - Paras, tutoring Dean of Students to proactively allow admin to focus on BOTH instructional and behavioral needs and supports for students (3rd "admin" ind) With high title needs and no title or intervention supports; we are not able to meet the needs of the most struggling students. Increased para support along with the ability to cover classrooms to provide job embeded PL for certified and classified staff is needed Support to pay staff to provide extended learning opportunities
Identify the budget actions that should be taken to address and remove those barriers.	Allocate a set amount of intervention and at risk funds for support of at risk initiatives increase FTE for additional 3rd "admin/dean of students" Increase classroom space available
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.	2-4 years