



DISTRICT: **D0259 - Wichita Public Schools**
 SCHOOL: **Stucky Middle School**
 SCHOOL NO: **1785**
 INTERNAL NO: **260**

SECTION 1: Student Needs	Response
a. How many students are in the building?	543
b. Percentage of students with an IEP	23.2%
c. Percentage of students enrolled in ELL services	3.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	63.0%
e. What is the teacher to student ratio average?	12.87
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?	No Additional support staff to increase the amount of SEL support. We have one of the highest percentages of students in foster care in the district, along with an above average percentage of students with IEPs (including PBS needs). Our current support staff does an amazing job, but are spread so thin, that this high percentage of students in need of support are not being served appropriately.
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	We have aligned our building Wildly Important Goal (WIG) with academic language consistent with grade level standard language. We believe that if students increase their fluency in the language of their grade level standards, state assessment scores will increase. We have challenged our teachers to utilize academic language scripts to increase the amount of standards based language used during instruction. We have also, to the best of our ability, worked to ensure students are properly placed in appropriate intervention courses for math and reading.
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?	Student and Staff SAEBERS assessment as well as monitoring support staff interactions such as Future Ready Advocate data
b. What are your targets/goals related to social/ emotional growth?	Decrease the overall % of students who score some and high risk on SAEBER Screener by 10% by the end of the school year. Decreasing Tier 2-3 behaviors and incident referrals by 10% by the end of the school year. Increase the amount of affirming language used by our staff and students through the use of IIRP and language scripts. Increase the amount of restorative questions used for problem solving to decrease the overall number of ISS/OSS assessed.
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 are currently monitoring to ensure that students are completing Xello tasks.
f. What are your targets/goals related to postsecondary completion/attendance?	Our current goal is to ensure that 100% of our students have an IPS in place and that students who have an existing IPS update their information.
g. How are you ensuring students are civically engaged?	Opportunities for civic engagement are offered through advocacy, StuCo, and staff-led clubs such as Creative Thinkers Club.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Tutoring;#Interventions;#Class Within a Class;#Before/After School Support;#Summer School;

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	
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	
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?	39.34
How many are needed at this building (vacant & filled)?	42.44
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?	Restorative Practices;#SRG Training;#Instructional Coaching;
SECTION 6: Facility Needs	
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	
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 Team is organizing whole school Family Engagement Nights to provide parents with resources and information on how to support students at home academically. The Family Engagement team is also planning grade specific Family Engagement Nights separate from the whole school events to target smaller groups with academic commonalities.
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;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages;#District Wide Communication
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link;#Social Media;#Phone Calls/Text Messages;#Emails from Teachers
Is it adequate?	No
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	87.50%
b. What is our building chronic absenteeism rate?	47.50%
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?	<p>Parent & Community Involvement;#Child Study Team Ratios;#Other: Address Below;#Scheduled Time/PD Time;#Instructional Technology Training; The ratio of students in foster care/students with IEPs/Students with 504/general student population to support staff does not allow students to receive adequate support from these professionals. A behavior therapist would greatly benefit our student population.</p> <p>BOE Security Guard</p> <p>Full Title 1 funding</p>
Can they be achieved with additional resources?	Yes
Why or why not?	With additional resources we could increase effectiveness of our support staff by ensuring that current support staff and CST have the tools necessary to fully support the high SEL needs of our students in foster care and with emotional needs identified in IEP's/504's. Additional supports would also help us to expand the exploratory options offered in our building, which could benefit our students by increasing engagement when their interests are being targeted.
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>Effective intervention practices</p> <p>Additional Professional Development to increase understanding of effective intervention practices</p> <p>Lack of a Data Leader and additional responsibilities being added to instructional coach - Instructional coaching is taking a hit as well as utilizing data.</p>
Identify the budget actions that should be taken to address and remove those barriers.	<p>Offer full Title 1 funding instead of preliminary title funding if our building meets the criteria.</p> <p>Increase intervention funds/general supplemental funds to offer additional instructional support/tutoring/supervision to allow staff to have fidelity to their duties/responsibilities.</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.	2 full years of budgetary support to allow time for effective planning, implementation, monitoring, and adjusting.