



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Coleman Middle School

SCHOOL NO: 1810

INTERNAL NO: 213

SECTION 1: Student Needs	Response
a. How many students are in the building?	627
b. Percentage of students with an IEP?	15.5%
c. Percentage of students enrolled in ELL services?	31.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	74.5%
e. What is the teacher to student ratio average?	15.78
f. What is the teacher to student ratio median?	11.78
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
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?	Data Dives (analysis), course placements, collaboration, tutoring, targeting students to track for growth on standard referenced grades, intentionally planning with standards, providing professional development to teachers, and giving feedback to teachers.
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 (Teacher Perspective)
b. What are your targets/goals related to social/ emotional growth?	The district measures growth by reviewing individual areas of need via SAEBRS and supporting students in addressing those needs.
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 measure the success of IPS's by reviewing the lesson completion data from 7th and 8th grade Xello as well as what careers are being saved by students. We ensured that 100% of 8th graders had an IPS.
f. What are your targets/goals related to postsecondary completion/attendance?	N/A
g. How are you ensuring students are civically engaged?	Social Studies lessons, Community Service Opportunities, Partnering with Community Business.
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?	Yes
b. How many classified supports staff are currently employed?	11.85
How many are needed at this building (vacant & filled)?	12.59
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are assistant 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; Other; Ongoing Technology Training. Classroom Management (STOIC).
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?	Resource links provided to parents via weekly newsletter. Common Sense Media Links to digital citizenship talking points and resources for parents and guardians.
c. Do you have an 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?	District Wide Communication; Social Media; School Website
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	91.20%
b. What is our building chronic absenteeism rate?	32.00%
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?	Attendance/Truancy; Parent & Community Involvement; Paraprofessional Training; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning; Other: Address Below; Teacher to student ratio is high in many of our classes, specifically in math classes.
Can they be achieved with additional resources?	Yes
Why or why not?	We currently have a staff member who works with families regarding attendance and truancy issues. The district rolled out an attendance initiative "Everyday Labs" which assists with these efforts. We have a family engagement team that plans events to increase family and community involvement. We need an additional allocation for a math teacher to reduce our class sizes and offer more intervention classes taught by a math teacher rather than a non-math teacher.
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/not motivated, mental health issues, attendance, language /cultural differences, distractions, low test scores.</p> <p>Staff: Student behavior, lack of needed support (all types), staff health/attendance, lack of needed support, expectations for student success, student/teacher disconnect. Student to teacher ratio. Some positions are filled with long-term substitutes or not at all. Non-certified Math and ELA teachers teaching Math and ELA interventions.</p> <p>Family: poverty, language/cultural differences, feeling disconnected from school, lack of time/other distractions, 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>Student Attendance - Family nights that include attendance education for parents and caregivers.</p> <p>Staff - Full Time Math teacher/interventionists to provide more targeted interventions taught by highly qualified math teachers.</p> <p>Family and Community - Mental Health Education, parenting resources provided at the school. Partnership between the community and school.</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.	This would vary per student depending on the deficits that each student is working to overcome. On average we can expect to increase at least a year to a year and a half each academic year per student.