



**DISTRICT:** D0259 - Wichita Public Schools  
**SCHOOL:** Mayberry Magnet Middle  
**SCHOOL NO:** 1824  
**INTERNAL NO:** 255

SECTION 1: Student Needs	Response
a. How many students are in the building?	623
b. Percentage of students with an IEP?	19.3%
c. Percentage of students enrolled in ELL services?	9.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	66.5%
e. What is the teacher to student ratio average?	15.02
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 analysis, after school tutoring, professional learning time for teachers to review upcoming standards, feedback to teachers through walkthrough process, and added seats for intervention placements in both reading and math.
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 screener but switching to the Safety and Belonging Survey (twice per year), informal observations that may lead to counseling referral and tracking.
b. What are your targets/goals related to social/ emotional growth?	Increase the average daily attendance from 92.2% to 94% by May 2025. Theory is that if the SE wellbeing is good then students will be in attendance. Another goal is to always be higher than the district average on positive responses from the Safety and Belonging survey.
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 data-6/7 grade careers and lessons completed along with 8th gr 5 year plans 100% complete.
f. What are your targets/goals related to postsecondary completion/attendance?	Xello tracking along with the District goals: Increase the % of unique students scoring a 21 or higher on the ACT OR scoring a silver or higher on the ACT WorkKeys from 34.2% to 37.7% by spring of 2025. 100% of students will be monitored each month during Advocacy on their progress toward post-secondary assets.
g. How are you ensuring students are civically engaged?	Social Studies lessons, Community Service Opportunities, partnering with community resources for events.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; 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?	8.09
How many are needed at this building (vacant & filled)?	8.09
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;
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?	No
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?	Teacher communications as needed, principal newsletter, Common Sense Media links to articles on tech safety and digital citizenship for students.
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?	92.40%
b. What is our building chronic absenteeism rate?	23.40%
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

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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?	Curriculum; Paraprofessional Training; Instructional Technology Training; Attendance/Tuancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Program training and fidelity monitoring is necessary. An intervention teacher for ELA would be helpful for this. Funding for more student celebrations for academics, behavior, and attendance might boost the desire to meet those expectations. We have access to most other resources for these items but need to plan ahead and differentiate more for teachers.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Within our families: Many students face challenges such as poverty, mental health struggles, and a lack of emphasis on the importance of education. Within our staff: Teachers and staff members often feel overwhelmed due to student behaviors and increased expectations, especially when resources are limited. Within our community: There are often unrealistic expectations and a lack of support for public education, compounded by the current political climate.
Identify the budget actions that should be taken to address and remove those barriers.	Program training and fidelity monitoring is necessary. An intervention teacher for ELA would be helpful for this, but we have no rooms available in this building. Funding for more student celebrations for academics, behavior, and attendance might boost the desire to meet those expectations.
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.	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.