



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Mead Middle School
SCHOOL NO: 1627
INTERNAL NO: 256

| SECTION 1: Student Needs | Response |
|---|--|
| a. How many students are in the building? | 677 |
| b. Percentage of students with an IEP? | 20.5% |
| c. Percentage of students enrolled in ELL services? | 27.9% |
| d. Percentage of students identified as At-Risk (Free Lunch)? | 87.6% |
| e. What is the teacher to student ratio average? | 14.48 |
| 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? | Staff is doing individual goal setting with students. When students reach their goal, they are celebrated and rewarded. Targeted intervention for students. Mini state assessment practice. Teachers are teaching test taking strategies. |
| 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 |
| b. What are your targets/goals related to social/ emotional growth? | Achieving proficiency in social development is an important objective for our students. |
| 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? | Completion of 5-year plans. |
| f. What are your targets/goals related to postsecondary completion/attendance? | Our objective is to equip our middle school students with the necessary skills and knowledge to transition successfully into high school. They are encouraged to establish goals and develop plans for their future educational pursuits. |
| g. How are you ensuring students are civically engaged? | <p>Mead Middle School is dedicated to fostering a sense of community and civic responsibility among its students. One of the key initiatives in this regard is the community service class, which provides students with the opportunity to engage in meaningful projects that benefit the local area. Additionally, our AVID Elective students actively participate in community service projects, further enhancing their leadership skills and commitment to service.</p> <p>This year, the Social Studies department took an innovative approach by conducting mock elections, allowing students to experience the electoral process firsthand. This engaging activity not only educated students about the importance of voting but also encouraged them to think critically about civic engagement and their roles as future voters. Through these initiatives, Mead Middle School is nurturing informed and responsible citizens who are prepared to make a positive impact in their communities.</p> |
| 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. | 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. | 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? | 10.29 |
| How many are needed at this building (vacant & filled)? | 11.92 |
| 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; |
| SECTION 6: Facility Needs | Response |
| 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 |
| 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? | We do not currently offer any caregiver training programs. |
| c. Do you have an 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? | Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages |
| Is it adequate? | Yes |
| SECTION 8: School Data | Response |
| a. What is our building attendance rate? | 87.70% |
| b. What is our building chronic absenteeism rate? | 47.80% |
| a. what is our district graduation rate? | N/A |
| b. What is our dropout rate? | 1.40% |
| 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/Truancy; Physical Space for Learning; |
| Can they be achieved with additional resources? | Yes |
| Why or why not? | With the addition of 200 more students this school year, our institution has faced the challenge of accommodating this significant increase in enrollment. In response, we have had to convert several storage rooms and closets into functional classrooms and office spaces. This necessary adjustment, while beneficial for maximizing our resources, has also led to a noticeable increase in congestion within our hallways. The bustling environment reflects the vibrant growth of our student body, yet it also underscores the need for ongoing evaluations of our facilities to ensure a conducive learning atmosphere for all. |
| b. Additional building unique identified items: | None |
| Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments. | To achieve proficiency in student outcomes at Mead, several significant barriers must be addressed. Firstly, the reading proficiency of students upon arrival is a critical factor. Many students may enter the program with varying levels of reading skills, which can hinder their ability to engage with the curriculum effectively. It is essential to implement targeted interventions that assess and support these students in developing their reading abilities from the outset. Secondly, student apathy regarding work completion and overall engagement poses a considerable challenge. Cultivating a culture of motivation and accountability is vital. Strategies such as personalized learning experiences, relevant curriculum connections, and fostering a supportive classroom environment can help rekindle students' interest in their education. Additionally, staff turnover and the inconsistency of systems can disrupt the learning environment. Establishing a stable and cohesive team of educators, along with clear protocols and expectations, will enhance the continuity of instruction and support for students. Lastly, the low level of parental support and involvement is a barrier that cannot be overlooked. Engaging parents and guardians in the educational process is crucial for reinforcing learning at home. Initiatives that promote communication and collaboration between the school and families can help bridge this gap, ultimately leading to improved student outcomes. |
| Identify the budget actions that should be taken to address and remove those barriers. | To enhance the educational environment at Mead Middle School, it is essential to consider additional monetary compensation for teachers who demonstrate commitment by remaining at the institution. This initiative not only recognizes their dedication but also serves as a powerful incentive to retain experienced educators, ultimately benefiting the students. Furthermore, allocating funds for workshops, events, and resources aimed at fostering parental involvement in their children's education is crucial. Engaging parents in the educational process can lead to improved student outcomes and a stronger school community. By providing opportunities for parents to participate in workshops and events, we can create a collaborative atmosphere that supports both teachers and families in nurturing student success. |
| 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. | Achieving 100% proficiency on state assessments is an ambitious goal that necessitates a sustained commitment over multiple years. |