



**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?	682
b. Percentage of students with an IEP?	28.2%
c. Percentage of students enrolled in ELL services?	6.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	56.9%
e. What is the teacher to student ratio average?	13.16
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?	We have seen growth in all subgroups on recent state assessments. We have partnered with WSU to look at our school behavior supports and implemented a culturally responsive and responsible approach to discipline and climate. We have reworked the buildingwide intervention hours to create more academic supports for all students. We have increased the number of students enrolled in our college prep program (AVID) and provided tutoring weekly for them. We advocated for ELL support and received a para to help address the one group we saw a decline in (ESOL students).
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?	We are using district connectedness survey results, office referrals, and weekly student check-in opportunities and average attendance rate
b. What are your targets/goals related to social/ emotional growth?	Increase average daily attendance from 90.91% to 94.66% by the end of May 2025. Increase the percentage of students that feel safe and connected to their school from 87% to 90% by 2025. Set a baseline average for weekly check ins at 7.0 by Jan 2025 and 8.0 by May 2025.
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?	Percentage of completed IPOS.
f. What are your targets/goals related to postsecondary completion/attendance?	All current 8th graders are expected to finalize a 5-year plan by the conclusion of May 2025. The objective is to reduce the percentage of students achieving a score of one on the 8th grade Math State Assessment from 50.7% to 49.2% by the year 2025. Additionally, the target for the 2024-2025 8th Grade Spring Math assessment is to achieve a benchmark goal of 43.91%.
g. How are you ensuring students are civically engaged?	We are providing lessons via our intervention/homerooms. We provide opportunities for students to perform service learning projects
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?	11.35
How many are needed at this building (vacant & filled)?	11.35
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; Other; More core content PD rather than simply intervention based PD.
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 offer parent night's via AVID and provide videos and online tools for families to use to learn how to access and use the resources available. We also provide videos to help parents preview, review, or reteach the core standards in the 4 core content areas.
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; 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; Parent Link; Social Media; 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?	90.90%
b. What is our building chronic absenteeism rate?	35.00%
a. What is our district graduation rate?	N/A
b. What is our dropout rate?	0.40%
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?	Paraprofessional Training; Curriculum; Attendance/Truancy; Physical Space for Learning; Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	With additional resources we could provide targeted and intentional para professional learning to support their work with kids and staff. We also are in need of additional fine arts spaces for our large groups. A truancy officer would help address our needs in that area.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Chronic absenteeism and tardiness, along with cultural misunderstandings and barriers, present challenges between our families of color and staff. Additionally, the increasing population of English Language Learners (ELL) is not matched by a sufficient number of ELL certified staff.
Identify the budget actions that should be taken to address and remove those barriers.	One full-time equivalent (FTE) position for English Language Learner (ELL) support, one FTE for Truancy and Attendance management, the establishment of a new Fine Arts Space, and stipends or supplemental funding for groups to convene and address relevant concerns.
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.	5-7 years.