



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?	518
b. Percentage of students with an IEP?	26.6%
c. Percentage of students enrolled in ELL services?	3.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	63.7%
e. What is the teacher to student ratio average?	13.17
f. What is the teacher to student ratio median?	11.78
g. Are the needs of foster care students being met? If no, what supports are needed?	No The majority of these students have needs that are not being met outside of the school setting and for many of them, these needs take priority over academic work. Basic needs such as food, hygien, Social-Emotional, and security needs make it difficult for the majority of these students to focus on work presented in the classroom. We provide a lot of 1 on 1 support for this group as their behaviors communicate needs that are not academic. While this group makes up around 6% of our population, they account for over 16% of our incident referrals.
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 made a concerted effort to ensure students were properly placed in appropriate Math and Literacy intervention courses to support ability level skill practice. We also have developed a Drop Everything and Test Schedule which we have used 3 times already this year prior to state assessments in order to prepare students for the testing environment.
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?	Teachers and students both participate in SAEBERS Assessments. We have also implemented a Support Response Team to provide restorative interventions for both teachers and studnets. Also this year, we have gained a behavior intervention specialist who has a targetd case load of students for which he has weekly coaching conversations and tracks data on behavioral improvement.
b. What are your targets/goals related to social/ emotional growth?	We are measuring social/emotional growth through attendance and behavior data. Our goal this year was to increase Average Daily Attendance by 3% from the last school year. We are looking to decrease exclusionary consequences and increase restorative practices.
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?	All of our students (all grade levels) work in Xello to continually update and monitor their individual plans of study. This year, our 8th Graders were able to complete their 5-year plans.
f. What are your targets/goals related to postsecondary completion/attendance?	8th graders have completed 100% of their 5-year plans.
g. How are you ensuring students are civically engaged?	We implemented a school-wide Project-Based Learning class this year that focused on Civics. We started in the 1st semester with a focus on being a "Stucky Citizen" and are now working on how citizenship impacts student lives outside of school. We will continue this class into the 25-26 school year.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Class Within a Class; Interventions; Other; Extended Year;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	No; We were able to implement ClearTouch technology in all of our classrooms this year which has allowed our teachers/para's to better present materials in classes from last year when we were still using SmartBoards and projectors. Our barrier revolve around student devices, upkeep, and functionality. Because students. We are in need of more devices to be able to effectively maintain and monitor devices so that they are functional on a regular basis for student use. We would request 150 additional devices in order to be able to implement classroom sets that we can be responsible for maintaining, charging, and avoiding damage that takes, in some cases, takes over a month to repair leaving students with inequitable technology opportunities.
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.	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	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?	10.47
How many are needed at this building (vacant & filled)?	12.10
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?	Other; Instructional Coaching; Restorative Practices; Trauma-informed teaching, Capturing Kids Hearts, Culturally-responsive strategies.
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

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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 hosts a quarterly Family Engagement event to promote family/community support training. They also set up booths to provide information during parent-teacher conferences. We also engage families with Site Council which meets twice per year and PTO which meets monthly.
c. Do you have an active site council?	No
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; Newsletter
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; Parent Link; District Wide Communication; Newsletter; 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?	46.80%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.30%
c. What is our average comprehensive ACT Score?	N/A

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SECTION 9: Other Data	Response
<p>a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?</p>	<p>Instructional Technology Training; Parent & Community Involvement; Caseloads per Teacher; Scheduled Time/PD Time; Other: Address Below; The utilization of an Instructional Technology Specialist position that is full-time in our building to assist with professional development, data collection/disaggregation, assessment logistics and technology support. This has proven to be an important role in our building, but is limited by splitting weeks with another school.</p> <p>I believe that our CST ratio is appropriate for our building, but where we are running into issues in regards to student support is in our IEP manager caseloads. Our IEP managers are overwhelmed and overloaded due to our above average percentage of students with IEPs.</p>
<p>Can they be achieved with additional resources?</p>	<p>Yes</p>
<p>Why or why not?</p>	<p>We need an Instructional Technology Specialist full-time in our building, not one that splits time with other buildings. Of the schools that have ITS positions, we are the only full-time middle school with a part-time ITS. The roles and responsibilities of this position are invaluable to a building's function and, in our experience so far this year, the ITS role is difficult when split between two buildings.</p> <p>We have the highest percentage of students with IEPs in the district (26%). Our IEP managers' caseloads are overwhelming and unmanageable, even causing one of our IEP managers to leave the profession midway through the year. We also see trends with our students receiving pull-out minutes tracking through the same classes constantly, in some cases leading to behaviors/conflict. We need additional SpEd support in the form of interrelated teachers and paraprofessionals that can facilitate more pull-out classes and class-within-a-class minutes, which would more evenly disperse our IEP caseloads. We also know that the percentage of students with IEPs will most likely increase relative to our population with Isley opening a 6th-grade section and taking a large percentage of our incoming 6th-grade students.</p> <p>There is a real need for focused culturally responsive training in our building for our staff. We have one of the highest percentages of African-American students of any middle school in Wichita (36%), which makes up the majority of our population.</p>
<p>b. Additional building unique identified items:</p>	<p>None</p>
<p>Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.</p>	<p>Culturally Responsive training/CKH would also help our teachers have the tools to keep students in class and engage them in meaningful work through relationship building and opportunities for student voice.</p> <p>Student with Disabilities (IEPs) must be served appropriately. We need an appropriate amount of IEP managers, we must have an appropriate amount of Paraprofessionals, and we must have an appropriate amount of Interrelated sections.</p>

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<p>2 additional SPED funded certified positions. This would support the need for additional IEP managers and interrelated sections.</p> <p>2 additional Paraprofessional positions. This would support SWD support provided throughout the day and ensure that minutes are being served appropriately in CWC classes for our large population of students with IEPs.</p> <p>1 classified FTE to support an ISS room supervisor. We do not currently have a position designated to ISS supervision and have resorted to a rotation of staff members to supervise. This takes away from their time and limits our ability to keep consistency in this environment.</p> <p>Additional funding to support bringing some form of training such as Capturing Kids Heart or other Culturally Responsive trainings into our building for staff. Our demographics will also begin to trend differently with the loss of Isley in our feeder pattern. Our teaching staff must be prepared for the shift in demographics.</p>
<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.</p>	<p>We would be able to show growth towards achieving grade level proficiency next school year (2025-26) with the previously listed supports being provided for the 25-26 School year.</p>