



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Mueller Aerospace and Engineering Discovery Magnet

SCHOOL NO: 1746

INTERNAL NO: 335

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	321
b. Percentage of students with an IEP?	32.4%
c. Percentage of students enrolled in ELL services?	13.4%
d. Percentage of students identified as At-Risk (Free Lunch)?	84.4%
e. What is the teacher to student ratio average?	13.16
f. What is the teacher to student ratio median?	12.23
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	0
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?	After reviewing state assessment data, the school is taking several steps to maximize achievement for all students. Staff analyze assessment results to identify areas of strength and areas where additional instruction is needed. Teachers use this information to provide targeted small-group instruction and academic interventions to address learning gaps and support students who need additional help. Instruction is also aligned closely with state standards, and teachers monitor student progress using formative assessments and classroom data to adjust instruction as needed. In addition, staff collaborate during data meetings and Kid Talk discussions to identify students who may need additional academic or social-emotional support.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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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 measure students' social and emotional growth using multiple data sources throughout the school year. SABERS screening results are reviewed during designated assessment windows to identify students who may need additional behavioral or social-emotional support. Staff also monitor student attendance data regularly, as patterns in attendance can indicate students who may be struggling and in need of intervention. In addition, the school conducts Kid Talk meetings, where staff collaboratively discuss individual students, review behavioral, academic, and social-emotional indicators, and identify proactive strategies or supports.
b. What are your targets/goals related to social/ emotional growth?	Our goal related to social-emotional growth is to maintain strong student engagement and connectedness to school, as reflected through attendance. The school's target is for 93.8% of students to be present daily during the 2025–2026 school year. Attendance data will be monitored regularly to identify students who may be struggling socially or emotionally. Students with attendance concerns will be discussed during Kid Talk meetings and CST.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We determine students' readiness for Kindergarten by utilizing the Ages and Stages Questionnaire (ASQ) completed by parents or guardians for all incoming Kindergarten students. The ASQ provides information about each child's development in key areas such as communication, motor skills, problem-solving, and social-emotional development. School staff review the results to identify students' strengths and any areas where additional support may be needed. This information helps staff plan appropriate supports, communicate with families, and ensure students begin Kindergarten with the resources and interventions necessary for a successful transition to school.
d. What are your targets/goals related to kindergarten Readiness?	Our goal related to Kindergarten readiness is to ensure that all incoming students are developmentally prepared to begin school successfully. One hundred percent of incoming Kindergarten families will complete the Ages and Stages Questionnaire (ASQ) prior to the start of the school year. The results will be reviewed by school staff to identify students who may need additional support in developmental areas such as communication, motor skills, problem-solving, or social-emotional development. Students identified through the ASQ will be provided with early supports and resources, and families will be connected with appropriate services when needed. This process helps ensure students enter Kindergarten ready to engage in learning and supports a smooth transition into the school environment.
e. How are you measuring the success of individual plans of study?	n/a
f. What are your targets/goals related to postsecondary completion/attendance?	n/a
g. How are you ensuring students are civically engaged?	n/a
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. ☒ 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?	No
b. How many classified supports staff are currently employed?	18.41
How many are needed at this building (vacant & filled)?	19.29
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; LETRS Training; 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?	Our school provides caregiver training and engagement opportunities through Site Council meetings held three times per year and a variety of family engagement events throughout the school year. During Site Council meetings, families receive information about school programs, expectations, and ways they can support student learning at home. Family engagement events provide additional opportunities for caregivers to learn strategies for helping students with homework, understand curriculum expectations, and become familiar with technology and resources students use in the classroom. These events also allow families to ask questions, connect with staff, and gain tools to better support their child's academic and social-emotional success.
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; Seesaw; 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; Seesaw; 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?	0.903
b. What is our building chronic absenteeism rate?	30.50%
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	
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Response Paraprofessional Training; Parent & Community Involvement; Attendance/Tuancy;
Can they be achieved with additional resources?	Yes
Why or why not?	Based on the building leadership team's analysis, several non-assessment related barriers impact student success. These include the need for additional paraprofessional training to ensure staff are fully prepared to support students' academic and behavioral needs in the classroom. Student attendance is also a challenge, as chronic absenteeism reduces instructional time and affects student engagement and learning. In addition, limited parent involvement can make it more difficult to build strong home-school partnerships that support student achievement
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Several barriers must be addressed to ensure that our students can achieve grade-level proficiency on assessments. Chronic absenteeism is a significant barrier, as students who miss instructional time often fall behind academically. Family barriers, such as limited access to resources, transportation challenges, or a limited understanding of the importance of consistent school attendance and academic support, have also impacted student success. In addition, many of our students require additional academic interventions and targeted instructional support to close learning gaps and build the skills needed to meet grade-level expectations.
Identify the budget actions that should be taken to address and remove those barriers.	To address and remove barriers that prevent students from achieving grade-level proficiency, the budget should prioritize supports that improve attendance, strengthen family engagement, and provide targeted academic and social-emotional support. Funding could support an Assistant Principal who would help oversee student discipline, improve response time to behavioral concerns, and work directly with families to address attendance issues and barriers affecting student success. This role would also provide additional instructional leadership, allowing for more consistent classroom support and monitoring of academic progress.
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.	1-3 years