



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Brooks Magnet Middle School

SCHOOL NO: 1806

INTERNAL NO: 210

SECTION 1: Student Needs	Response
a. How many students are in the building?	565
b. Percentage of students with an IEP?	20.7%
c. Percentage of students enrolled in ELL services?	9.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	77.5%
e. What is the teacher to student ratio average?	14.70
f. What is the teacher to student ratio median?	11.05
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?	Mini-Kite Assessments are given weekly in math and ELA.
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?	Through our students' participation in our Second Step curriculum and by our reducing the number of students referred to the office.
b. What are your targets/goals related to social/ emotional growth?	We have a behavior WIG to reduce the total number of office referrals by 5% over the course of the school year.
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?	We require our 8th grade students to complete an IPS. We hope to be able to collect data on the success of your middle school students throughout their high school careers.
f. What are your targets/goals related to postsecondary completion/attendance?	We do not have identified goals for postsecondary completion/attendance at the middle school level.
g. How are you ensuring students are civically engaged?	By offering opportunities to complete community service activities through groups and clubs offered through our school.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Interventions; Class Within a Class;
b. Are there appropriate and adequate instructional materials?	No
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.		No
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?		Yes
b. How many classified supports staff are currently employed?		14.06
How many are needed at this building (vacant & filled)?		14.80
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; LETRS Training;
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 have caregiver training programs.
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; 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; Social Media; District Wide Communication; 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?		0.912
b. What is our building chronic absenteeism rate?		30.30%
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?		Paraprofessional Training; Curriculum; Attendance/Truancy; Caseloads per Teacher; Physical Space for Learning;
Can they be achieved with additional resources?		Yes
Why or why not?		Through the careful use of district monies, we can maximize the learning opportunities for our students. Human capital is the most valuable resource we have and one area that needs to see growth.
b. Additional building unique identified Items:		None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.		Specialized instruction in reading and math interventions. Our effect size is the greatest when students are in our building, so having expert teachers in positions of the greatest need is important.
Identify the budget actions that should be taken to address and remove those barriers.		Again, addressing human capital. Increasing my budget to pay for a math intervention teacher would allow me to meet district initiatives and strategic plan goals of making sure that all 8th graders are ready and prepared to take and pass Algebra 1 as freshman in high school.
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.		I would estimate five years of true implementation would be necessary to see a significant growth toward this goal.