



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Coleman Middle School

SCHOOL NO: 1810

INTERNAL NO: 213

SECTION 1: Student Needs	
SECTION 1: Student Needs	Response
a. How many students are in the building?	584
b. Percentage of students with an IEP?	16.6%
c. Percentage of students enrolled in ELL services?	14.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	71.9%
e. What is the teacher to student ratio average?	13.26
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?	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?	To maximize student performance on state assessments, we are implementing a comprehensive, data driven approach centered on rigorous instruction, targeted intervention, and student ownership. During advocacy, students participate in structured test preparation lessons focused on test taking strategies and stamina, and they regularly complete Kite Mini assessments in their core classes. Students track their benchmark and common assessment data, set individual goals, and monitor their growth throughout the year to build accountability and motivation. Instructionally, teachers intentionally plan around prioritized standards and use common formative assessment data to adjust instruction and share effective strategies during collaborative team meetings. Our administrative team and instructional coaches conduct frequent walkthroughs, providing timely, actionable feedback to strengthen rigor, engagement, and alignment to standards. We use data to strategically place students in targeted interventions and offer tutoring opportunities for additional support. Staff collaboration, schoolwide academic vocabulary practices, and AVID strategies further reinforce critical thinking, writing, and organizational skills, ensuring all students have the support and high quality instruction needed to maximize their assessment performance.
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?	SAEBRS, Peacekeepers data, Restorative Practice conversations
b. What are your targets/goals related to social/ emotional growth?	Continue to refine and use the data from SAEBRS, Peacekeepers, and restorative practices to increase social/emotional growth.
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 met the district's provided goal that 100% of 8th graders will have a 5-year plan of study for the 24-25 and 25-26 school years.
f. What are your targets/goals related to postsecondary completion/attendance?	Increase graduation rate percentage of students earning five or more postsecondary assets will reach 50% by 2029. Increase the percentage of students that feel safe and connected to their school from 80.3% to 90% by 2029. By 2029, the WPS graduation rate will rise to 85%, increasing from 79.2% graduation rate in 2023.
g. How are you ensuring students are civically engaged?	We ensure students are civically engaged by intentionally embedding civic learning, student voice, and real world connections into both academic instruction and school culture. Students are given meaningful opportunities to understand community issues, practice responsible decision making, and participate in authentic leadership experiences. Civic engagement is not isolated to a single class, but integrated across content areas and reinforced through service, discussion, and student leadership structures.
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

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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?	9.67
How many are needed at this building (vacant & filled)?	13.67
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; AVID
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
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?	Resources are provided during conferences.
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; Newsletter; Emails from Teachers; School Website; PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Social Media; School Website
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.916
b. What is our building chronic absenteeism rate?	30.90%
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

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?	Attendance/Tuancy; Parent & Community Involvement; Paraprofessional Training; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	The Instant Language Assistant (ILA), which offers real-time voice and text translation, would support our cause by improving communication between schools and families who may not speak English fluently. Clear communication allows families to become more involved in their children's education, stay informed about school expectations, and better support student success. By reducing language barriers, this resource helps build stronger partnerships between schools and families.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Poverty, student disengagement, language and cultural differences, family disconnection, and community erosion impede students' ability to master grade-level standards because they limit access to essential learning resources and enrichment, increase chronic stress and health or attendance problems that reduce instructional time, and produce gaps in foundational skills and prior knowledge. Language and cultural barriers obstruct comprehension of instruction and assessments and prevent effective home-school communication, while family disconnection and competing priorities reduce at-home reinforcement and participation in school supports. Community erosion and weakened supports further shrink available services, partnerships, and positive role models, lowering expectations and public investment in education all of which undermine sustained, standards-aligned learning.
Identify the budget actions that should be taken to address and remove those barriers.	In a traditional setting, some students struggle to fully grasp concepts when instruction is limited to textbooks or lecture-based lessons. For an environmental magnet school, this barrier can be addressed through a purposefully designed outdoor classroom that transforms curriculum into authentic, cross-disciplinary experiences, providing meaningful opportunities for students to apply reading, math, science, and problem-solving skills in real-world contexts. By increasing engagement, supporting different learning styles, and making learning more relevant, the outdoor classroom helps remove obstacles to understanding and better prepares students to meet grade-level expectations on assessments. Funding the outdoor classroom is therefore not a standalone expense but a strategic investment that advances district initiatives, removes concrete barriers to learning, and produces the evidence-based gains we need to ensure every student can achieve grade-level proficiency. Funding the ILA will allow for clear communication between school and families allowing families to become more involved in their children's education.
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.	If the proposed budget actions are fully funded and implemented with high fidelity, including the outdoor classroom, standards-aligned curricula, sustained professional development, family-communication supports (e.g., the ILA). The district should expect steady, measurable improvement over time as initiatives are piloted, refined, and scaled. Early implementation cycles will produce observable gains in student engagement, formative assessment performance, and family participation; as the model is expanded and paired with coordinated wraparound services, those gains should translate into widespread increases in grade-level proficiency, while students with the greatest needs will require sustained, long-term supports to reach and maintain proficiency.