



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Curtis Middle School

SCHOOL NO: 1808

INTERNAL NO: 214

SECTION 1: Student Needs	Response
a. How many students are in the building?	756
b. Percentage of students with an IEP?	21.4%
c. Percentage of students enrolled in ELL services?	40.5%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.5%
e. What is the teacher to student ratio average?	11.75
f. What is the teacher to student ratio median?	11.05
g. Are the needs of foster care students being met? If no, what supports are needed?	No Students need social emotional support, academic support, self care supplies,
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?	Placement for all intervention, enrichment, and core courses Tutoring before and after school; lunch Data analysis with predictive interims Goal setting for academics, attendance, and behavior through advocacy
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?	Sabers
b. What are your targets/goals related to social/ emotional growth?	District measures growth by reviewing individual areas of need via SAEBRs; staff support students in addressing those needs
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?	XELLO; High school course enrollment; 5-year plan completion.
f. What are your targets/goals related to postsecondary completion/attendance?	District goals related to postsecondary completion are as follows: Increase average daily attendance from 86.7% to 90.5% by end of (HS) Increase average daily attendance from 89.5% to 93.2% by end of (MS)
g. How are you ensuring students are civically engaged?	We have student advisory clubs such as Student Council and Curtis Cultural Council. We also have the largest middle school leadership program enrollment (the introductory course to high school JROTC). Students also serve as proctors and student coaches in classrooms, gaining leadership experience.
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; Graduation Support; Other;
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 are need of updated computers for 7th and 8th grade, updated teacher and clerical devices.

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?		27.27
How many are needed at this building (vacant & filled)?		28.15
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; Other;
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?		Parent Link; District Wide Communication; Social Media; Emails from Teachers; School Website; Phone Calls/Text Messages; Family Engagement Nights
c. Do you have an active site council?		Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?		No
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?		Parent Link; District Wide Communication; 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?		0.913
b. What is our building chronic absenteeism rate?		28.50%
a. what is our district graduation rate?		N/A
b. What is our dropout rate?		0.009
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?	Instructional Technology Training; Paraprofessional Training; Curriculum; Parent & Community Involvement; Attendance/Tuancy; Child Study Team Ratios; Caseloads per Teacher; Physical Space for Learning; Other: Address Below; Ability to hire qualified classified staff to fill vacancies to support student academic and social needs. Teacher to student ratio of special education student is high, Child Study Team Caseload is High. Low student motivation for school; high student mobility; high prevalence of student poverty; student access to illicit/illegal drugs and alcohol; large ESOL newcomer population; lack of para-educators in specific classrooms.
Can they be achieved with additional resources?	Yes
Why or why not?	Our child study team ratio can be improved with a nurse assistant to support our nurse. Our one nurse supports around 850 students, including those in our mixed abilities program, diabetics, etc. She is stretched thin. Our areas where additional resources won't help are below: High teacher caseloads are due to a school population where more than 20% of students are classified as special education. Curtis has a special education population that also includes the Deaf and Hard of Hearing Program and Mixed Ability program. This adds additional SPED caseloads (for teachers and administrators) above just SPED students with specific learning disabilities. There is not a lack of resources, but the availability of adults to fill vacancies, such as those for para-educators. For example, lack of guest substitutes district-wide forces para-educators to sub in classrooms when teachers are absent. Student mobility and motivation cannot be solved with additional school resources.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Barriers to students: poverty, feeling unmotivated for learning, mental health issues, chronic absenteeism, language/cultural differences, distractions and access to illegal substances. Need for mentoring and belonging. Staff barriers: Needed student behavior support, open vacancies of necessary support, expectations for student success from staff not aligned with those in student homes, student & family/teacher disconnection. Family barriers: Poverty, language/cultural differences, inconsistent support of education, lack of time for school involvement, community mental health/other health issues. Community barriers: Changing social norms, lack of supports for families in need, deterioration of support for education, misinformation about what is happening in classrooms, unrealistic expectations of schools.

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Identify the budget actions that should be taken to address and remove those barriers.	School security officer, and third assistant principal and 3rd counselor. Multiple Behavior Interventionist to mentor and support with student behaviors and facilitat support groups for students. Added behavior support para and a resource room teacher. I would appreciate a nurse assistant to share the medical load with our nurse. Additional budget action may include support full-time for a parent/community liaison on campus. This liaison can conduct home visits, connect staff with parents better, provide language programs and support with truancy, community programs for parents and families. Family and Community - Mental Health Education, parenting resources provided at the school. Partnership between the community and school. Have qualified classified staff in every position to support student academic and social needs. Transportation for student withen the 2.5 miles. Summer pograms that support leadership and academics.
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 budge actions would be implemented.	With proper staffing, our goal is that 50% of students will achieve grade level proficiency, or increase their score from the previous testing cycle.