

DISTRICT: **D0259 - Wichita Public Schools**SCHOOL: **Marshall Middle School**SCHOOL NO: **1617**INTERNAL NO: **252**

SECTION 1: Student Needs	Response
a. How many students are in the building?	597
b. Percentage of students with an IEP?	20.6%
c. Percentage of students enrolled in ELL services?	24.8%
d. Percentage of students identified as At-Risk (Free Lunch)?	82.9%
e. What is the teacher to student ratio average?	14.54
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	No
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 are revising our master schedule to provide additional intervention classes in reading and math. This adjustment will help lower overall class sizes and allow us to group students more effectively by grade level. Our goal is to extend student learning in reading and math by offering a second block dedicated to pre-teaching and re-teaching concepts introduced in core reading and math classes.
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?	Marshall conducts biweekly electronic check-ins with our student body typically on Mondays after grades have been posted in our advocacy classes.
b. What are your targets/goals related to social/ emotional growth?	Marshall has a building goal of connecting with 90% of our student body and keeping track of their progress throughout the year via their electronic check-in.
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?	100% of Marshall students conduct weekly Xello lessons in their advocacy class and 100% of 8th graders use Xello to preenroll into high school.
f. What are your targets/goals related to postsecondary completion/attendance?	Marshall has a school goal of an overall 90% daily attendance
g. How are you ensuring students are civically engaged?	Marshall offers a robust Student Council that leads multiple community engagement activities for our student body. Activities range from Anti-Drug campaigns, food drives, neighborhood clean up days, and other activities.
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; Extended Year; Class Within a Class; Interventions; Graduation Support;
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	
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	
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?	8.04
How many are needed at this building (vacant & filled)?	8.04
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;
SECTION 6: Facility Needs	
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	
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?	Parents are invited to attend parent engagement nights that are typically paired with some sort of other extracurricular activity like a concert, play, game, or 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?	Parent Link; District Wide Communication; Social Media; Newsletter; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
a. What is our building attendance rate?	0.898
b. What is our building chronic absenteeism rate?	40.70%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	0.003
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?	Parent & Community Involvement; Attendance/Truancy; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	Marshall currently uses Title funds to support a paraprofessional who manages attendance in the main office and visits with families about their attendance issues. We also use Title funds to pay two certified staff members who help lead our Family Engagement efforts, and we offer stipends for additional staff who assist with these activities. Unfortunately, with the addition of more than 100 students and recent boundary changes, all available space in our building are currently being utilized. Some nontraditional areas have even been converted into instructional or functional spaces to help accommodate our school's growing population.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Additional support is needed for our new Marshall community. Marshall has a highly transient population, and when students move into our attendance area they often require significant additional support emotionally, instructionally, with safety needs, and financially. As a result, our staff members are frequently pulled in multiple directions and are unable to focus solely on curriculum and instruction due to the many nonacademic needs of our students.
Identify the budget actions that should be taken to address and remove those barriers.	Marshall would benefit from additional FTE support from the central office to help free up some of our Title budget and allow us to direct more resources into our classrooms. Specifically, we would like to request an attendance clerk to replace our current attendance paraprofessional, an increase in our counselor FTE from 2.4 to 3.0, additional custodial support by increasing from 3.0 to 4.0 FTE, and a full-time security guard.
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.	Immediate growth would be expected; however, reaching overall grade-level proficiency for each student would likely take an estimated 2–3 years.