Building Needs Assessment 2025-2026
For 2026-27 Budget Planning (HB 2067)

DISTRICT:	**D0259 - Wichita Public Schools**
SCHOOL:	**Mayberry Magnet Middle**
SCHOOL NO:	**1824**
INTERNAL NO:	**255**

SECTION 1: Student Needs	Response
a. How many students are in the building?	618
b. Percentage of students with an IEP?	20.7%
c. Percentage of students enrolled in ELL services?	0.2%
d. Percentage of students identified as At-Risk (Free Lunch)?	68.4%
e. What is the teacher to student ratio average?	14.49
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?	Data analysis, course placements, Collaboration, tutoring, intentional planning with standards, professional development for teachers, providing feedback for teachers
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?	SAEBRs Teacher
b. What are your targets/goals related to social/ emotional growth?	USD259 measures growth by reviewing individual areas of need from the SAEBRs data. We look at high risk needs and try to support them through our counseling and social work opportunities. We provide our staff training regarding the impact of trauma on student behaviors.
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 measure the success of IPS by reviewing lesson completion in Xello, as well as what careers are being saved by students. We support 8th graders in creating a 5 year plan in preparation for high school and beyond.
f. What are your targets/goals related to postsecondary completion/attendance?	District Goals: Increase the % of unique students scoring a 21 or higher on the ACT OR scoring a silver or higher on the ACT WorkKeys from 39.01% to 42% by spring of 2026. 100% of students will be monitored each month during Advocacy on their progress toward post-secondary assets. Increase average daily attendance from 87.9% to 90.5% by end of May 2026.
g. How are you ensuring students are civically engaged?	Social studies lessons, communitySocial studies lessons, community service activities, partnering with local businesses, mock election

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support; Tutoring; Extended Year; 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

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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. Is 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?	Yes
b. How many classified supports staff are currently employed?	8.09
How many are needed at this building (vacant & filled)?	8.09
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; Intervention 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?	Resource information and newsletters, common sense media posts, district wide communication
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?	District Wide Communication; Social Media; School Website
Is it adequate?	Yes

SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.928
b. What is our building chronic absenteeism rate?	22.60%
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; Physical Space for Learning; Student behaviors such as ownership, bullying, resilience, poor coping skills
Can they be achieved with additional resources?	No
Why or why not?	The district has created a plan to include more appropriate para training . We as a building are moving in a direction to be able to be able to review curriculum assets and the validity of supplemental resources that we use. We are working on school/family relationships to be able to impact our attendance. Our building is full, and old, but that cannot be addressed without a bond project approval.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Student: poverty, feelings of disconnect, lack of motivation, mental health issues Staff: student behavior, staff health, student teacher disconnect, ability to fill all positions with certified staff. Family: poverty, language barriers, feeling disconnected or unsupported from the school, mental health issues Community: change in social change in social norms, lack in supports for families in need, misinformation about what happens in schools, the need for schools to be every type of support for the family
Identify the budget actions that should be taken to address and remove those barriers.	Budget to provide incentives for student attendance, mental health education supports, parenting resources
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.	This is different for every student based on their individual needs. Could range from one to five years.